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ABSTRACT

This is a resource guide for one of a series of units prepared for grade 3 on the theme Communities Around the World. Objectives of this study of a South Pacific island community are explained relating to concepts of: 1) culture, 2) social organization, 3) social processes, 4) language and communication, 5) diveristy, 6) location, 7) interrelatedness, and 8) cultural use of the environment. Also listed are the generalizations, skills, and attitudes to be developed. 91 teaching strategies for classroom activities are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Resource materials are listed with each activity and a general list of educational media is also included. Emphasized in the unit are geographic concepts related to an island community and sea life as well as map skills. Many pupil materials prepared for this study are included in the appendices such as: outline maps, information summaries, project report forms, study sheets, and original stories of child, family and community life. Other documents in this series of curriculum guides are SO 001 275 through SO 001 287. (Author/JSB)

Chelmsford Public Schools

Chelmsford, Massachusetts

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SO 001 281

COMMUNITIES AROUND THE WORLD

Manus Community of the South Pacific

Teacher's Resource Unit

revised by

Jane Hitchcock   Margaret Theroux

Charles L. Mitsakos
Social Studies Coordinator

This resource unit was revised following field testing in the Chelmsfor
from materials developed by the Project Social Studies Curriculum Cente
of Minnesota under a special grant from the United States Office of Edu

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OBJECTIVES

This unit should make progress toward developing the foll

CONCEPTS

Culture: norms and values, learned behavior patterns, diversity, uniqueness, universals, change, continuity.

Social Organization: roles, leadership, institutions (government, family, education).

Social Processes: socialization, conflict, diffusion.

Language and Communication.

Globalism.

Diversity.

Location:

a. Position.

b. Situation.

c. Site (Volcano, mountain, coral ridge, island, marshlands, ocean, climate, rainforests, village.)

Interrelatedness: trade, interdependence.

Cultural Use of the Environment: Fishing, farming, handicrafts.

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GENERALIZATIONS

1. Every place has three types of location; position, situation, and site.
   a. Places can be located in terms of site which relates a phenomenon to the detailed physical setting of the area it occupies.
   b. Places can be located at specific points on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.
2. Temperature is affected by such factors as distance from the equator, elevation, and distance from warm water bodies.
   a. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near the equator than further away from it.
   b. Temperature is affected in part by elevation; air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

3. Precipitation is affected by factors such as distance from bodies of warm water, wind direction and temperature.

4. Nature changes the character of the earth through physical and biotic processes.

5. Man uses his physical environment in terms of his cultural values, perceptions and levels of technology.

6. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

7. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

    a. All people, everywhere, have certain basic physical drives, although they satisfy them differently.

    b. Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affect and gregariousness.

    c. Human beings exhibit the same kinds of emotions (anger, fear, sorrow, hatred, love, joy, etc.) although they may express them in different ways and the emotions may be aroused by different th

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d. All Cultures require a certain minimum of reciprocal behavior for cooperation and to obtain subsistence and other ends of social life.

e. In all societies people are expected to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.

f. Families in all societies delegate responsibilities and rights (specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and status.

g. All societies have some means of socializing children although not all societies have formed schools.

8. Ways of living differ from one society to another. Each culture is unique.

a. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

b. People in different societies differ as to how they expect people to act and as to what they think good and bad.

9. Culture is learned, not inborn.

    a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

    b. Both positive and negative sanctions are used to teach the child to act in certain ways.

10. Language enables man to make his experiences continuous and to apply previous experience to new problems beyond actual physical experience.

11. Governments provide protection from attack from outside and frequently provide protection against other dangers such as crime, etc.

12. Leadership is necessary to maintain group cohesion, expecially during periods of change.

13. People in most societies of the world depend on people who live in other communities for certain goods and services and for markets for their goods.

14. Culture changes, although it changes more rapidly and drastically in some times and places than in others.

    a. Innovations, or changes in a culture of a group, are most commonly made not inborn.

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by accepting patterns of behavior already practiced by other groups (i.e., by diffusion rather than invention).

b. People in all societies change their behavior only if they feel a need to do so.

c. Sometimes change comes slowly, but radical and far-reaching alterations of a society's culture may take place; such social or revitalation movements may redesign the pattern of community life and may transform the way in which people feel about themselves.

   1) Far-reaching changes may occur when members of a society feel that major wants are unfilled and prospects of fulfillment are impossible under existing conditions.

d. Some values are conducive to change. Some make change difficult.

   1) A society will change of its own accord only if the change fits into its value system.

e. As important change in one aspect of a society's culture will result in changes of other aspects of their culture.

f. Persistence of culture traits is a result of either a reluctance to change or a lack of exposure to conditions which further change.

    1) Close and continuing contact with groups which continue to support a group's values and norms may retard the acceptance of other values and norms through the process of diffusion.

    2) Communication barriers are an important obstacle in cultural diffusion.

g. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

    1) Even when a major reorganization of a society and its culture takes place, not all of a culture is completely modified.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is in plain type.

1. Attacks problems in a rational manner.

    a. Sets up hypotheses.

2. Gathers information efficiently.

3. Uses ef

4. Evaluat

5. Organiz
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6. Works w

ATTITUDES

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3. Uses effective geographic skills.
4. Evaluates sources of information.
5. Organizes and analyzes information and draws conclusion.
6. Works well with others.

ATTITUDES

1. Is curious about social data and human behavior and desires to study further in the social sciences.
2. Is committed to the free examination of social attitudes and data. Searches actively to understand different points of view.
3. Values human dignity.
4. Appreciates and respects the cultural contributions of other countries, races, and religions.
5. Is sceptical of theories of single causation in the social sciences and is equally sceptical of panaceas.

OBJECTIVES

G. Every place has three types of location: position, situation, and site.

S. Gains information by studying films and pictures.

S. Gains information by listening.

OUTLINE OF CONTE

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OUTLINE OF CONTENT

1. The Manus people live on the island of Manus and small islands near its coast; these islands are part of the Admiralty Islands north of New Guinea in the South Pacific.

   A. An ocean is a great body of salt water that is rich in natural resources.

TEACHING STRATEGIES	EDUCATIONAL MEDIA
1. Set up pupil groups. In three minutes ask children to write down everything that they know is true about the ocean, what is in the ocean and what the ocean is used for. Discuss lists with the class but withhold any judgment or comment. Make a class list: "What we think we know about the ocean." This list may be referred to from time to time to contrast the class ideas as the unit develops.	
2. Project and discuss the Walt Disney film, Mysteries of the Deep. Elicit from the children questions they would like to have answered regarding the ocean.	Film: Mysteries of the Deep, Walt Disney Films.
3. Using a world map or an overhead transparency along with individual pupil maps, locate the oceans of the world.	Wall map or transparency of the world. Lane, All About the Sea, pp, 8-14.
4. Using a series of transparencies or a chalkboard diagram, locate the various levels of the sea and discuss the characteristics of every level. The picture on pp. 34-35 in the Sea Around Us would also be helpful.	Material in Appendix. Carson, The Sea Around Us.

Understands concept of ocean

S. Gains information by listening.

S. Gains information by studying pictures and films.

S. Gains information by making and using a model.

5. Read the book, See Through the Sea to the class. Have children record the various kinds of sea life and the levels in which they are found in a booklet.	Selsam, See Through the Sea.
6. Show pictures of the ocean floor from The Sea Around Us and All About the Sea. Have a small group of children make a clay model of the ocean floor.	Carson, The Sea Around Us. Lane, All About the Sea.
7. Set up a bulletin board display and a display table on the ocean. Invite children to bring in specimens, pictures or news articles relating to the ocean.	
8. Show the film, Mysteries of the Deep again. Focus on the different physical characteristics of the creatures in the sea and the means they use to protect themselves. Bring out the idea of the survival of the fit.	Film: Mysteries of the Deep, Walt Disney Films.
9. Develop a diagram showing a sample food chain in the sea. Discuss why the differences in number and reenforce the idea of one form of life depending upon another form of life for survival.	Material in Appendix.

Understands concept of ocean.

S. Attacks problems in a rational manner.

S. Uses reference materials.

A. IS CURIOUS ABOUT SOCIAL DATA.

10. To bring out the balance of life in the sea, set up pupil buzz groups to discuss what would happen if no squid were killed by larger fish remembering what would happen to the animals that squid feed upon.

11. Divide the class into small groups to do research on various plants and animals of the sea or to develop a mural of the sea as a habitat for the plants and animals. Children who do the simple research projects can place a drawing of their topic on the mural.

Various books and filmstrips on the sea.

12. Now that the children have broadened their concept of the ocean, ask how they think man can use it. Discuss their comments. Then tell the children that they are going to look at the way in which one group of people have used the ocean.

G. Understands concept of island.

S. Identifies differences among data.

S. Categorizes data.

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I. The Manus people live on the island of Manus and small islands near its coast. These islands are part of the Admiralty Islands north of New Guinea in the South Pacific.

A. An island is land entirely surrounded by water. It may be very small or it may be very large.

13. Tell the class that they are now going to study the people who live on an island known as Manus, or the Great Admiralty Island.

Review what children learned about islands in the unit on the Japanese Family in Grade One. If the Children have not come through the first grade course, you may wish to use some of the activities in that unit to develop the concept of island. Even if they have studied that course, you may decide that it is necessary to review the concept. If so, you may wish to use some of the following activities:

a. Read the book, The Little Island, to the children. Discuss the story and the concepts it presents.

MacDonald, The Little Island.

b. Ask: Have any of you ever been on an island? (Allow time for discussion of children's experiences.)

Ask: How did you get to the island you have told us about? Have children who have visited islands describe them.

Now show pictures of life on different islands; they should range from one or two of life on Manhattan Island to one or two of almost barren islands. Also make cut-outs of different size islands as shown on maps, to illustrate different size islands as shown on maps, to illustrate different sizes. Or if there is an island in the local area, find out its area and make a square to represent the area of some larger islands. Or make squares to represent the differences in area of the children's own town or state and the area of some large islands

S. Interprets map symbols.

S. Differentiates between large-scale and small-scale maps and knows when to use each.

G. Places can be located at specific points on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.

G. Places can be located in terms of their situation; situation describes a phenomena with which it is associated, including distance and direction from such phenomena.

S. Uses map scale to estimate distances.

S. Identifies directions on maps.

B. Manus is the largest of the Admiralty Islands which lie north of New Guinea. Manus is located at about 2 degrees south latitude and 146 degrees east longitude.

Understands concept of globe.

S. Identifies directions on maps.

G. Places can be located in terms of their situation; situation describes a phenomenon in a real relationship with other phenomena with which it is associated, including distance and direction from such phenomena.

S. Interprets symbols for land and water on map or globe.

S. Compares areas.

S. Compares areas with know areas.

C. The Admiralty islands ar
South Pacific or Oceania
anesia. This term is use
lands of the South Pacifi
ited by people with consi
ancestry. These islands
over an ocean area about
Australia.

S. Compares distances with know distances.

G. Places can be located in terms of site which relates a phenomenon to the detailed physical setting of the area it occupies.

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C. The Admiralty islands are that part of the South Pacific or Oceania know as Melanesia. This term is used for those islands of the South Pacific which are inhabited by people with considerable Negroid ancestry. These islands are scattered over an ocean area about the size of Australia.

such as Manhattan, the British Isles, etc.
the children will come to understand that
lands are alike or like their original imp-
islands. They differ in size as well as s
they differ greatly as to how they are use
Make sure, however, that children understa
tinguishing characteristics of islands as
ways in which islands differ.

14. Ask: How is an island shown on a map? Us
showing an island. Then have children loc
a world map or on a larger-scale map of so
ocean. Have children locate the Japanese
they studied in grade one

15. Tell the class that Manus is located in th
Have a child point out the Pacific on a wo
Mount a map of the world or of the Pacific
Pacific on a bulletin board. Close to it,
white cut-out of the shape of Manus island
children to try to locate the island on th
The next day, ask: Why is it difficult to
by shape? (The larger map shows many isla
look much smaller, so that on a map of suc
it ishard to find one unless you know wher

Now help children narrow down the area in
Tell them that the island is north of New
is north of Australia and that it is in a
lands known as the Great Admiralty Islands
try to locate it. At this point, children
to find it.

16. Ask: How close is the island to New Guine
use the map scale to try to figure this o
How did you know where to look when I tol
north of New

the British Isles, etc. Hopefully
come to understand that not all is-
like their original impressions of
fer in size as well as shape, and
y as to how they are used by man.
, that children understand the dis-
cteristics of islands as well as
ands differ.

sland shown on a map? Use a Study print
. Then have children locate islands on
a larger-scale map of some part of an
dren locate the Japanese islands which
rade one

Study print: "Island", Map symbols and Geographic terms and Chart, A.J. Nystrom and Co.

at Manus is located in the Pacific.
t out the Pacific on a world map.
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, so that on a map of such small-scale,
one unless you know where to look.)

World map or map of the Pacific

narrow down the area in which to look.
e island is north of New Guinea which
alia and that it is in a group of is-
e Great Admiralty Islands. Now have them
At this point, children should be able

For a good map of Manus, see Mead, New Lives for Old.

s the island to New Guinea? Let children
to try to figure this out. Also ask:
where to look when I told you it was

Guinea? (Review directions on maps.)

17. Review with the class the idea that the globe is a model of our earth. Have children find the location of Chelmsford on the globe. Then turn the globe so that children can see the Pacific Ocean. Indicate Manus again. Ask: In what part of the Pacific Ocean is it? In what direction would we have to go to reach it?

18. Have children examine the large globe or smaller globes in more detail to answer the following questions: (a) Is there more land or more water area on the earth's surface? (b) Which is the largest ocean in the world? (c) How much of the earth's surface is covered by the Pacific Ocean?

19, On a globe, draw a chalkmark around the area of Melanesia in the South Pacific. Have children compare this area with the size of Australia and then of Massachusetts — Globe

20. Have the children use a piece of string and a globe to compare distances between their town (Chelmsford) and the following: (a) Manus, (b) Moscow, (c) Japan, (d) Peru, (e) Israel, (f) Nigeria, and (g) San Francisco, Hopi, country, and Boston in this country. Which of these places which they have studied in this grade or earlier grades is furthest away? Which is closest? About How

A. IS CURIOUS ABOUT SOCIAL DATA

S. Gains information by studying pictures. (Draws inferences from pictures.)

S. Sets up hypotheses.

G. Places can be located in terms of site which relates a phenomenon to the detailed physical setting of the area it occupies.

G. Temperature is affected by such factors as distance from the equator, elevation, and distance from warm water bodies.

G. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near the equator than further away from it.

D. Manus is war
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D. Manus is warm all year around and has heavy precipitation

1) Temperatures stay at about 80 degrees most of the year; average temperatures vary only about 5 degrees from one time of year to another.

a. Manus is so close to the equator that it gets the direct rays of the sun all year around.

much farther away is Manus than San Francisco? Tha Peru? etc.

21. Produce a "surprise box" (a paper covered box with many questions marks on the box lid and the sides). Build suspense. Tell the children that in the box you have something that came from an island in the South Pacific. Ask: Could any of you guess what i might be? Open the box and take out a large coconut- preferably with the husk on--not just the nut commo seen in the grocery stores. Identify it as a cocon Ask: How do you think a coconut is grown? How do think it is used? Let children make guesses to che later.

22. Show a picture of a tropical island with scenery ty cal of that found on Manus. Point out coconut palm trees. Ask: How warm do you think it would be in Why? (If necessary,ask further questions such as: What is needed to make trees and other vegetation g so tall?)

Indicate the location of Manus once more. Have a c locate the equator and figure out the distance of M from the equator. Ask: Now what kinds of temperat do you think you would find in Manus? What factors affect temperature? How much difference in temperature do you think you would find during differe of the year? Why?

s Manus than San Francisco? Than

box" (a paper covered box with
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: Could any of you guess what it
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ink a coconut is grown? How do you
Let children make guesses to check

Coconut in husk.

tropical island with scenery typi-
n Manus. Point out coconut palm
arm do you think it would be in Manus:
,ask further questions such as:
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Caldwell, Let's Visit the South Pacific, p.21

Slide of Tropical Island.

ion of Manus once more. Have a child
and figure out the distance of Manus
Ask: Now what kinds of temperatures
uld find in Manus? What factors might
How much difference in tem-
nk you would find during different parts

S. Gains information by observing models.	
G. Temperature is affected in part by elevation, air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same	b. Manus has a low elevation along the sea but also has a mountain which rises to about 3,000 feet. Nevertheless, the temperatures of settled areas are affected little by elevation.
S. Gains information by studying pictures.	
S. Applies previously-learned concepts and generalizations to new data. or	
S. Sets up Hypotheses.	
S. Interprets map symbols (color layers) in terms of map legend.	

23.	Use a classroom demonstration to show why it is warm all the year around in Manus. Darken the room. Then use a globe to represent the earth and a lamp or light to represent the sun. Have children note how the sun's rays shine in a straight line or directly at the equator all year long. Review how the sun and earth relationship makes the different seasons in our state.	Globe Flashlight or light
24.	Review what children learned in the first grade unit on the Quechua about the effects of elevation upon temperature. Or, if children have not had the first grade course, show a place in a similar latitude at a higher elevation and a cooler temperature. (e.g. Show a snow-covered mountain at the equator in Africa or South America.) Ask: Why do you think snow can be found at the equator? Let children set up hypotheses. Then use some of the activities suggested in the Quechua unit for teaching the children about the effects of elevation upon temperature.	
25.	Have the children examine a physical map of Manus. They should note the map legend in order to decide what the different colors on the map mean. Ask: What can you tell about how this island looks? (Is it flat? How high is the highest part of the land? How high is the land close to the sea?, etc.)	Map of Manus

S. **Interprets map symbols.**

S. **Applies previously-learned concepts and generalizations to new data.**

S. **Tests Hypotheses against data.**

S. **Uses map scale to estimate distances.**

S. **Orients large-scale maps with small-scale maps.**

S. **Differentiates between small-scale and large-scale maps and knows when to use each.**

S. **Interprets map symbols.**

S. **Gains information by studying pictures. (Draws inferences from pictures.)**

2. Manus gets about 150 inches of rain a year

S. **Sets up hypotheses.**

26. On the chalkboard or on a chart draw a profile of elevation on Manus. Use the map legend to aid in Then ask: Does this profile of the island seem t with what you though the island would look like? think the parts of Manus close to the sea are hig to lower the temperatures much? How can you tell

Now have children check a map showing average tem a different times of the year. Or write temperat on the chalkboard. Ask: Were your guesses corre

27. Use an opaque projector to enlarge a map of the Islands and Manus. Trace around the enlarged ima on mural paper. Add a color key and legen after layer tints. Locate villages and settlements. children use the map scale to estimate distances island. (About 55 miles long and 12 miles wide.)

Orient the map of the Admiralty Islands with a w map and with the globe. Discuss the advantages disadvantages of each map.

28. Have a group of children make a large-scale salt Manus or make a model of the island in the sandb should use the enlarged physical map to guide th struction of the model.

29. Show the same picture used in activity 22, Ask: besides plenty of sunshine do large trees and ot need to grow? (Rainfall.) Where can we find ou rainfall Manus gets every year?

If children are not familiar with the world atla fall maps, introduce them to this reference and

rd or on a chart draw a profile of land
nus. Use the map legend to aid in this.
this profile of the island seem to agree
hough the island would look like? Do you
of Manus close to the sea are high enough
mperatures much? How can you tell?

en check a map showing average temperatures
es of the year. Or write temperature data
rd. Ask: Were your guesses correct?

rojector to enlarge a map of the Admiralty
us. Trace around the enlarged image
Add a color key and legen after coloring
ocate villages and settlements. Have
e map scale to estimate distances on the
55 miles long and 12 miles wide.)

A detailed map of Manus suitable for enlarging is found in Mead, New Lives for Old. P. xxiv

of the Admiralty Islands with a world
e globe. Discuss the advantages and
f each map.

World map and Globe.

children make a large-scale salt map of
model of the island in the sandbox. They
enlarged physical map to guide their con-
e model.

icture used in activity 22, Ask: What else
of sunshine do large trees and other plants
(Rainfall.) Where can we find out how much
gets every year?

not familiar with the world atlas and rain-
oduce them to this reference and to the map

S. Generalizes from data.

S. Gains information by observing the world around him.

G. Places can be located in terms of site which relates a phenomenon to the detailed physical setting of the area it occupies.

G. Precipitation is affected by factors such as distance from bodies of warm water, wind direction, and temperature.

S. Sets up hypotheses.

G. Places can be located in terms of site which relates a phenomenon to the detailed physical setting of the area it occupies.

E. Manus
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be located in terms of
relates a phenomenon to the de-
sical setting of the area
s.

E. Manus is of volcanic origin, but it has coral ridges around it.

1. Islands are formed in various ways, but most of those in Melanesia are either volcanic or coral origin

legend used on the rainfall map. Ask: Why must we always look at the map legend when examining a map?

30. On a wall, Measure off the amount of rainfall which Manus gets annually (150 inches) and the amount of rainfall which the children's area gets annually. Have the children campare the two.

31. Ask children to recall what a hot and humid day is like. Discuss such days. How do they feel? Why? Then compare such climate with that in Manus. Ask what it feels like in a hot room when someone has been taking a very hot and long shower or bath. Help children relate the humidity and heat in the air to hot, humid weather.

32. Show the film: Climate and the World We Live In. Say: We have talked about some factors affecting climate. What others are shown in the film? Would these be factors which would affect the climate of Manus? Why or why not?

Film: Climate and World We Live In, Coronet Films

33. Ask: How do you think islands were formed? List Children's ideas. Save the list for later comparison.

S. Gains information by listening.

G. Nature changes the character of the earth through physical and biotic processes.

S. Tests hypotheses against data.

S. Gains information by making and using models.

S. Identifies differences among data.

S. Applies previously-learned concepts and generalizations to new data.

understands concept of volcano, coral atoll and reef, and lagoon.

2. Manu
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f, and lagoon.

2. Manus is volcanic in origin and has lagoons and coral atolls near its shores.

   a. Coral atolls are produced by small sea animals growing together forming a series of tiny islands called a reef.

   b. A lagoon is the protected water area which lies between the atoll and the shore line. The lagoon is sheltered from the waves of the open sea.

Read aloud the book, The Birth of an Island.

34. Collect and display pictures of various types of islands; illustrate formation of islands using a variet
of art media.

Perhaps make a model of a land form with two hills co
nected by a low saddle. Put it in a container (an aq
ium would do), pour water in until the saddle is submerged and only hilltops are above water. Or perhaps
a sandbox with silica sand to demonstrate this idea.

Have children compare what they have learned about th
formation of islands with their original guesses.

35. Show the class pictures of both volcanic islands and
coral islands in Melanesia. Also who pictures of cor
and describe the way in which coral islands, reefs, a
atolls develop. Ask: How do the volcanic and coral
lands develop. Ask: How do the volcanic and coral i
lands differ? Point out that many volcanic islands h
coral reefs around them. Suggest that children try t
decide later whether Manus is a coral island or a vol
canic island. Ask: What things can you look for in
ing to decide which kind of island it is? (Surface r
lief including elevation, type and color of soil.)

book, The Birth of an Island.

Selsam, Birth of an Island

play pictures of various types of is-
te formation of islands using a variety

model of a land form with two hills con-
saddle. Put it in a container (an aquar-
pour water in until the saddle is sub-
hilltops are above water. Or perhaps use
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Ask: How do the volcanic and coral is-
Point out that many volcanic islands have
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Ask: What things can you look for in try-
hich kind of island it is? (Surface re-
elevation, type and color of soil.)

Study prints: Map Symbols and Geographic Terms Charts, A.J. Nystrom and Co

S. Uses dictionaries.

S. Gains information by making and using models.

Understands concepts of coral atoll, reef, and lagoon.

A. ACCEPTS HIS SHARE OF RESPONSIBILITY FOR THE WORK OF A GROUP: PARTICIPATES ACTIVELY WITHOUT TRYING TO DOMINATE OTHERS.

S. Gains information by studying pictures.

G. Places can be located in terms of site which relates a phenomenon to the detailed physical setting of the area it occupies.

F. Manus lies
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and it has

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ts of coral atoll,

OF RESPONSIBILITY
GROUP; PARTICI-
THOUT TRYING TO

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a phenomenon to
ical setting of
ies.

F. Manus lies in the tropical rain forest region; it is covered in many parts with tropical trees over 100 feet high, and it has a number of tropical plants.

a. The island has a number of palm trees which supply coconuts and sago (which is a starchy food prepared from the soft inner portions of one type of palm).

b. There are a number of root plants such as taro and yams.

c. There are banana trees and a tropical tree whose fruit is called breadfruit; this fruit resembles bread when roasted.

d. Sugar cane grows on the island.

36. Begin an on-going activity. Each child shoul
alphabetized volcabulary list with words: is
cano, reef, coral, etc. Children should writ
own definitions of the words and illustrate t
each word. Then have them look up the words
Review the steps one should use in locating w
dictionary. Compare the children's definitio
in the dictionaries.

37. Have a group of children make a model of a co

38. Read Tropical Rain Forests to the class. (Al
book does not describe Manus in particular, i
children develop the site concept.

Show pictures of some of the vegetation found
Then develop a chart with the children on the
types of plants and trees and some of the tre
which come from the trees

39. Ask: What have you learned in the past about
formed? Since decaying vegetation helps crea
would you expect the soil on Manus to be rich
matter? Why? Tell the class that volcanic s
rich soils usually. Now explain how heavy ra
the soil by leaching out minerals and decayin
so rapidly that little humus remains.

going activity. Each child should start an volcabulary list with words: island, vol- coral, etc. Children should write their ons of the words and illustrate the use of Then have them look up the words in dictionaries. teps one should use in locating words in Compare the children's definitions with those onaries.

Children's dictionaries.

of children make a model of a coral atoll.

l Rain Forests to the class. (Although this t describe Manus in particular, it will help elop the site concept.

Goetz, Tropical Rain Forests

s of some of the vegetation found on Manus. a chart with the children on the different nts and trees and some of the tree products rom the trees

Caldwell, Let's Visit the South Pacific, p.21

National Geographic, May, 1962, p.588

ave you learned in the past about how soil is ce decaying vegetation helps create soil, pect the soil on Manus to be rich in organic ? Tell the class that volcanic soils are very sually. Now explain how heavy rainfall affects leaching out minerals and decaying vegetation hat little humus remains.

G. Nature changes the character of the earth through physical and biotic processes.

G. Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affect and gregariousness

G. Man uses his physical environment in terms of his cultural values, perceptions and levels of technology.

G. Human beings exhibit the same kinds of emotions (anger, fear, sorrow, hatred, love, joy, etc.) although they may express them in different ways and the emotions may be aroused by different things.

S. Gains information by listening. (Listens for main ideas.)

G. Ways of living differ from one society to another. Each culture is unique.

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joy, etc.) although
ess them in different
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things.

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main ideas.)

g differ from one so-
her. Each culture is

G. Although volcanic soils are usually rich, the soils on Manus are not terribly rich because of the heavy rainfall. (Minerals are leached or washed out of the the soil and plants decay so rapidly that little humus is formed.)

11. Like all peoples, everywhere, the Manus must provide for certain basic necessities of food, clothing, and shelter.

   A. People everywhere have similar basic needs and feelings.

      1. Each society uses the materials and resources which it perceives as available to it in the locality or obtainable through trade to provide food, shelter, and clothing.

      2. The Manus people have the same kinds of emotions as we do, although they may be aroused by different things.

      3. Expression of basic needs and feelings, while universal, are sometimes extremely different.

      4. Understanding people of other cultures requires that we think of that culture.

40. Have the children draw pictures of what they think this island in the Pacific looks like. Then show them the film, Fiji: A Pacific Island without the sound to have them see what a similar island looks like or, show the picture of a tropical island such as Manus once more. Say: Imagine you are on a ship which is wrecked in the South Pacific. You manage to crawl onto a raft, but you are alone. Finally, your raft is washed ashore on a tropical island like this one. You are the only person on the island. What would you need to live? (Allow time for discussion. Bring out basic needs of people everywhere for food, clothing, shelter and their desire for human relationships.) Perhaps ask: What would you eat? What would you do about clothes? How would you, built a place in which to live? What materials would you use? How would you feel all alone on the island? Why? (perhaps fear, desire for people to do things with) List children's guesses on chart paper to be checked later.

41. Use pictures to show people of Manus in 1929 when Mead first studied them. As you show each picture, ask: How do you think the people (or person) in this picture is feeling? Why do you think so? What do you think may be causing this feeling? Do you ever feel this way? What other feelings would you expect these people to have at times? Why?

42. Read a suitable story or stories at this point as an overview of life in Melanesia and to establish tropical island atmosphere and ways of life. Do not pursue

ldren draw pictures of what they think
in the Pacific looks like. Then show
m, Fiji: A Pacific Island without the
e them see what a similar island looks
w the picture of a tropical island such
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life in Melanesia and to establish tropi-
tmosphere and ways of life. Do not pursue

Film: Fiji: A Pacific Island, Universal Education and Visual Arts.

Caldwell, Let's Visit The South Pacific, p.21

Slide of Tropical Island

Chart Paper

See Mead, New Lives for Old, plate I (bottom picture), plate ix (top left picture) plate xiii (top left picture) and plate X (Bottom left picture)

Slides of Manus in 1929

G. People in different societies differ as to how they expect people to act and as to what they think good and bad.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

G. Places can be located in terms of site which relates a phenomenon to the detailed physical setting of the area it occupies

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO STUDY FURTHER IN THE SOCIAL SCIENCES.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY TO UNDERSTAND DIFFERENT POINTS OF VIEW.

S. Is able to empathize with others.

A. VALUES HUMAN DIGNITY.

G. Man uses his physical environment in terms of his cultural values, perceptions and levels of technology.

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B. The Manus live i
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DIGNITY.

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in their frame of reference and their values, not our own.

B. The Manus live in eleven villages scattered along the southern shore of Manus island; the largest of these is the village of Peri.

1. Other peoples (the Usiai) lived in villages close by on the island of Manus and

etails in depth at this point, Tell the class to listen o find out

Heyerdahl, *Kon-Tiki*

Lipkind, *Boy of the Islands*

Sperry, *Call It Courage*

ho lives on the island?

hat is the island like?

ow would you like to live there?

hat is life in these island communities like?

ow do island people secure food, clothing and shelter?

hat tools do they use?

hat things are the same about these people and us?

ave the children examine the chart they made in ctivity #40, Ask: Would you change any of the hings you listed here? Why?

Note: The story or stories are planned as an introduction o life on a Melanesian island. To avoid confusion, e certain to help the children understand: (a) Where hese island stories are located, (b) that these story eople are Melanesian and sea people, and (c) that many imilarities exist between the story and life on Manus. he books provide many opportunities for later comparison nd contrasts.

3. Make a transparency of the map of Manus in the appendix. Project it to the class. Have children note the locations of the villages. Add these to the map the class made. Be sure to locate the village of Peri. Also have the children use the map scale to measure the distances between Peri and some of the nearby Manus villages along the southern shore of Manus,

Mead, *New Lives for Old* p.xxiv

Map of Manus

S. Uses map scale to estimate distances.

S. Gains information by studying pictures and films.

G. Man uses his physical environment in terms of his cultural values, perceptions and levels of technology.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drive and needs differently.

G. Man uses his physical environment in terms of his cultural values, perceptions and levels of technology.

G. Ways of living differ from one society to another. Each culture is unique.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drive and needs differently.

S. Sets up hypotheses.

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still other peoples (the Matankor) lived on the islands east and south of Manus.

2. Societies differ in the ways in which they provide for shelter; these differences are related in part to climate, in part to materials available to them, and in part to people's ideas of what they like and to their level of technology.

3. Before World War II, the Manus people built their homes up on stilts out in the lagoons off the island of Manus. We are going to look first at the village of Old Peri.

   a. Building the houses over the lagoon provided protection from the fierce Usiai who lived on the island. The village was built about one-half mile from the shore.

      1) Most of the shore consisted of mango swamps, but the Manus had some small sago Plantations on the land beside the rivers which provided entrance into the interior of the islands.

and the distances between Peri and some of the nearby islands with which the Manus trade. Make sure that the children understand that Peri is just one of the villages in which Manus people live. Villages inland a bit on the island are inhabited by a different peopl the Usiai people. The small islands to the east and south of Manus are inhabited by still another people.

44. Tell the class that before they look at homes in Manus, they will see a film about types of homes around the world. Ask children to notice (a) the materials used, (b) the source of the materials, (c) who builds the hom and (d) how the homes are adapted or fitted to the envi ment. Be sure to have children compare different type homes presented.

45. Tell the class that you are going to show them some pic tures of how the Manus lived in Old Peri. Be sure to e plain that this picture shows the way the people lived before Wold War II. (Or suggest a time period in relationship to when their parents were born.)

Show pictures of homes in Old Peri off Manus Island. Ask: Why do you think they were built were they were? Also discuss each of the questions raised about homes in activity #44. Ask Additional questions such as:

(a) How did the Manus build their homes?

(b) Do you think each family built their own home, or do you think they had help? Why?

between Peri and some of the nearby
h the Manus trade. Make sure that
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The small islands to the east and
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Film: Homes Around the World, Universal Education and Visual Arts.

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Manus lived in Old Peri. Be sure to ex-
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homes in Old Peri off Manus Island.
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#44. Ask Additional questions such

Mead, New Lives for Old, plate II (bottom) plate xii (lower left-hand picture).

Manus build their homes?

each family built their own home, or
they had help? Why?

S. Gains information by studying pictures.

G. All cultures require a certain minimum of reciprocal behavior for cooperation and to obtain subsistence and other ends of social life.

2) The Manus
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mouths fo

b. The houses we
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1) They were
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2) The Manus also met the people from the inland villages at these river mouths for purposes of trade.

b. The houses were built of native materials and were built on pilings in the lagoon.

1) They were dome-shaped, with a thatched roof; the steep roofs shed rain better than flat roofs would.

2) The walls were also thatched with leaves. There were no windows.

3) The floors were made of slats which frequently had spaces between them.

4) The house had to be designed to withstand sudden gusts of wind.

5) People entered the house through one of several trap doors which were reached by ladders extending down to the water.

6) Each home also had a veranda outside and somewhat below the floor of the house.

c. The interior of the house consisted of one room which sometimes was partitioned off with hanging mats.

(c) What do you think the houses were like inside?

(d) What furniture and utensils do you think the Manus would have?

(e) What would the Manus be likely to have in their homes?

(f) What advantages and disadvantages do you think they had in living out over the water?

1) There were four fireplaces in the room against the walls, but no chimneys.
    - a) Smoke escaped through the roof.
    - b) The fireplaces were built up over a mat on top of hardwood logs. The mat was covered with a thick layer of wood ash. On top were a few stones to hold the pots.
    - c) Shelves with drying fish were hanging over the fireplaces.
    - d) Other shelves held various utensils and other objects (pts, ladles, coconut oil for cooking, etc.)
    - e) People slept and worked on mats made of leaves

. Reads for details which support or contradict generalizations and main ideas.

. Tests hypotheses against data.

46. Have children read to find out more about homes in t
village. Then ask: Were your guesses right about h
the Manus built their homes? What else did your rea
ing tell you about the questions we discussed earlie
Re-show some of the earlier pictures of homes. Ask:
What does this picture (of a feast) suggest? Do we
have any such celebration we we build or move into a
new home? (Housewarming parties) Why?

Have several students make model huts using materi
that are substitutes for the real tropical material.

47. Perhaps read aloud adapting and omitting large secti
some of Mead's description of the location of the vi
the mango swamps, the use of rivers to get into the
of the island, the use of land along river mouths fo
wood, trading, and for sago trees, the interiors of
and (briefly) aspects of home life.

48. Recall children's hypotheses about why the homes wer
built out over water. Discuss these hypotheses in t
of the new evidence which children have found. Also
How have the Manus tried to make their homes good pl
in which to live? How has the weather affected the
struction of their homes? Of our homes? What advant
to Manus homes have over our own homes? Perhaps have
girls compare the job of housekeeping among the Manu
Old Peri with the job of housekeeping in their homes
What use did the Manus make of natural resources for
shelters? What use do we make of natural resources
shelters? Perhaps list steps in house building in o
and in Old Peri. Then compare the lists. Ask child
review what they learned in grade two about building
in colonial times in our country compare with buildi
in Old Peri? Suppose you had lived in Old Peri and
the kinds of tools and machines which we have. How
have been to put up these homes over the lagoon? Why
been easier or more difficult than building a home i

ead to find out more about homes in the
ask: Were your guesses right about how
their homes? What else did your read-
out the questions we discussed earlier?
the earlier pictures of homes. Ask:
picture (of a feast) suggest? Do we
elebration we we build or move into a
ewarming parties) Why?

See Appendix for

Homes of Manus and
A Day with Popoli

udents make model huts using materials
tutes for the real tropical material.

See pictures above

Straw or dried grass,
straight sticks, rattan
cane, twine or cord.

oud adapting and omitting large sections,
description of the location of the village,
s, the use of rivers to get into the interior
the use of land along river mouths for getting
and for sago trees, the interiors of the homes,
spects of home life.

Mead, Growing Up in
New Guinea, pp 12-13
15, 24,34-35, 51.

's hypotheses about why the homes were
water. Discuss these hypotheses in terms
ence which children have found. Also ask:
nus tried to make their homes good places
e? How has the weather affected the con-
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have over our own homes? Perhaps have the
he job of housekeeping among the Manus in
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Manus make of natural resources for
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ps list steps in house building in our country
Then compare the lists. Ask children to
learned in grade two about building homes
s in our country compare with building homes
ppose you had lived in Old Peri and did not have
ls and machines which we have. How easy would it
up these homes over the lagoon? Why? Would it have
ore difficult than building a home in colonial Boston? Why?

S. Gains information by listening.

S. Tests hypotheses against data.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

S. Generalizes from data.

G. All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.

S. Helps create and preserve an atmosphere in which all members of a group feel secure and anxious to participate.

S. Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

49. Discuss advantages of building homes in a group or community. Apply to Manus, New York, and early American communities.

50. Plan committee activities to summarize information gathered on homes of Manus. Have children chart plans and materials needed.

    (a) Add small model homes to the model island which children made earlier, use twigs for poles and leaves or straw for thatched roofs and walls. Clay will serve as an adhesive.

    (b) Make a larger table model of a home showing more detail and a cut-away side showing an interior view.

    (c) Construct a child-size hut, using chicken wire poles, and palm or other leaves. Do a background mural. As the unit progresses, the children may use the large hut for dramatic play to reflect many activities of the Manus. Observe how children apply what they are learning.

    (d) Make a mural comparing homes in Manus, New York, Chelmsford, Early America.

    Set up committees for getting the jobs done. List committee plans and materials needed. Then have children work on their projects.

S. Gains information by studying pictures.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

S. Draws inferences from pictures.

S. Gains information by studying picture.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

G. Man uses his physical environment in terms of his cultural values, perceptions and level of technology.

G. All people, every, have certain basic physical drives, although they satisfy them differently

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their natural and cul-
ent; they satisfy their
ds differently.

hysical environment in
ltural values, per-
evel of technology.

ery, have certain
drives, although
hem differently

C. Transportation was by canoe, swimming, or infrequently, walking on land.

1. The principle means of transportation was by outrigger canoe.

    a. Canoes were used to get to the houses and the shore

    b. Canoes were used for long trading trips to other islands.

    c. Small canoes were toys of Manus Children.

2. The only other general means of transportation were swimming and walking.

D. The Clothing of the Manus was simple and was made, for the most part, of native materials.

E. The Manus secured their food from their immediate environment and through trade with neighboring people

51. Examine pictures of outrigger canoes. Have a committe build models of the canoes. Use balsa wood for canoe hull and colored cotton for sail. Discuss the advantages of these canoes on the ocean.

Have children reread A Day with Popoli to check on al of the ways in which canoes were used.

52. Ask: Which do you think was more important in Old Per swimming or walking? Why? Help children understand her the importance of the sea in the way of life of the Manus who were known as the "seafarers" of this part of the world. Show pictures of homes and people using the sea once more, to help develop this idea.

53. View pictures of people again. This time pay particul attention to the clothing.

Now have the children the study sheet on clothing. Discuss: Why is the clothing sensible in Manus? What clothes would we likely wear if we went to Manus visit? What would Manus need if they can to our state to visit? (have pupils note differences in temperatur and rainfall and the need for different types of cloth in different climates.)

54. Recall with children their original ideas about how th would get food if shipwrecked on a tropical island. R

ures of outrigger canoes. Have a committee
of the canoes. Use balsa wood for canoe
ored cotton for sail. Discuss the advan-
se canoes on the ocean.

n reread A Day with Popoli to check on all
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have pupils note differences in temperature
and the need for different types of clothes
climates.)

children their original ideas about how they
d if shipwrecked on a tropical island. Re-

Mead, New Lives for Old, plate V (bottom)

Slides of outrigger canoes.

Mead, New Lives for Old, plate II (bottom), IV (lower right), plate VI (lower), plate XII (left)

Slides of homes and people using the sea.

Mead, New Lives for Old, plateI (bottom), Plate IV (lower right), plate VIII (lower left), Plate IX (Bottom), plate XIII (upper left)

See Appendix for Clothing of Manus

G. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

G. People in most societies of the world depend on people who live in other communities for certain goods and services and for markets for their goods.

S. Uses table of contents and index in books to locate information.

S. Gains information by listening.

1. They ate fish
selves, and th
sago swamps on

2. They traded wi
who lived on t
Manus provided
obtained from
for more sago,
nuts, pepper l

3. They traded wi
peoples for co

4. At times white
made stops at
some food for

can be produced better
e than in another be-
imate, resources, access,
ills, etc.

ost societies of the
d on people who live
mmunities for certain
ervices and for markets
oods.

of contents and index
locate information.

ation by listening.

1. They ate fish which they caught themselves, and they got sago from their sago swamps on the shore.
2. They traded with the Usiai or bush people who lived on the island of Manus. The Manus provided fish and things they had obtained from other islands in exchange for more sago, yams, taro, fruit, betel, nuts, pepper leaves, etc.
3. They traded with the Matankor island peoples for coconuts and yams.
4. At times white traders or trade schooners made stops at the villages and traded some food for other objects.

view the list they set up at that time. Also recall with children the stories they have read previously or listened to. List some of the foods they found mentioned in those stories.

Show pictures and have children look for clues as to the foods which the Manus eat. Ask as each picture is shown: Does this picture suggest any new food we should add to our list? What food does it suggest?

55. Have children read Study Sheet No. III to gather more information about Manus food. Then work with the children to make a chart listing types of food on one side and the source of each food on the opposite side of the chart.

Assign topics for individual reports on various foods of the Manus such a taro, sago, sea products, coconuts. Give the children plenty of time in class to do independent research and report back to class. (Take time to make sure children know how to use the table of contents and index of books before they begin).

Project and discuss filmstrip Nakambi, Boy of New Guinea focus discussion on foods depicted.

Discuss with children: If you went to Manus, what foods would be new to you? Which of our foods would the Manus find new to them? (Perhaps display a typical Manus menu on a tray).

compare Manus foods and sources with foods and sources of foods in the United States and in colonial Boston. Discuss possible reasons for differences.

Show the film, Manna of the South Seas

56. Discuss the many uses of the coconut palm tree. (Although this film was produced in the Fiji Islands, The uses of the coconut palm are common to all peoples of the south Pacific.)

t up at that time. Also recall
ories they have read previously
some of the foods they found
tories.

Mead, New Homes for Old, plate VI (lower)

e children look for clues as to
Manus eat. Ask as each picture is
cture suggest any new food we should
t food does it suggest?

Caldwell, Let's Visit The South Pacific, p.21

udy Sheet No. III to gather more
us food. Then work with the
art listing types of food on one
f each food on the opposite side

See Appendix for

Food for Manus

ividual reports on various foods
aro, sago, sea products, coco-
ren plenty of time in class to do
and report back to class. (Take
ldren know how to use the table of
books before they begin).

Filmstrip: Nakambi, Boy of New Guinea, Eye Gate House, Inc.

ilmstrip Nakambi, Boy of New Guinea,
oods depicted.

: If you went to Manus, what foods
Which of our foods would the Manus
erhaps display a typical Manus menu

nd sources with foods and sources
d States and in colonial Boston.
ons for differences.

of the South Seas

Film: Manna of the South Seas, Martin Moyer Productions

of the coconut palm tree. (Al-
produced in the Fiji Islands, The
alm are common to all peoples of

G. People in most societies of the world depend on people who live in other communities for certain goods and services and for markets for their goods

Understands concept of barter.

S. Categorizes data

S. Interprets map symbols. (Understands the use of symbols to represent reality.

S. Gains information by studying pictures.

S. Generalizes from data.

F. The Ma
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eties of the world
o live in other
tain goods and
rkets for their

of barter.

ols. (Understands
to represent

by studying pic-

ta.

F. The Manus traded for many other articles as well; they dominated the trade of the Admiralty Islands and served as middle-men for objects moved around among the islands

1. The Usiai traded logs, taro leaves, baskets etc. with the closets Manus village then exchanged some of the Usiai goods for goods from other Manus villages and for goods from the Matankors on the islands.

2. All but one village acquired their pots from Matankor villages; they also acquired fish nets, carved bowls, other wooden objects, oil containers, spears, and obsidian tools from the Matankor.

3. The Manus also traded with the villages along the north coast of Manus. Here they acquired special white pottery goods.

4. Although much of the trade was carried on through barter, the Manus also used shell money or strings of shell necklaces.

G. The Manus depend on the sea to furnish much of their food and products that they trade to other people to get the products they can't provide themselves.

7. Ask: Do we get all of the things we need for such things as building, and making clothes, from our local area? Where do we get the tools and dishes and other things which we want? How do we get people to give these things to us? How do we get people to give these things to us? How could we get them to give us such things if there were no money? (Develop simple explanation of barter, perhaps with some role-playing by children.)

Say: We have discovered that the Manus get much of their food from other people. What do they give in exchange? Ask: What would the Manus need to build their homes? For tools and dishes, etc? Where do you think they could get them? Tell the class about some of the other objects for which the Manus trade and describe the shell money.

Now have children draw a series of pictures illustrating how the Manus get food, shelter, clothing, tools, and containers which they use. Write captions for the pictures and begin individual booklets on the Manus. Perhaps list in chart form the natural resource used to obtain the things used. You could use headings such as:

GET FROM THE SEA GROWN IN SOIL OTHER RESOURCES

Make a pictorial map showing the origin of products used by the Manus of Old Peri. Have the children develop symbols and a legend explaining.

58. Say: Let's find out more about how the people of Manus get the things they need to use in trade. Show pictures of fishing with two man nets and spear fishing. Discuss the methods used. Ask: Is this the way in which people fish in this country?

Mead, New Lives for Old, Plate VI (bottom).

Slide of men fishing.

G. Families in all societies delegate responsibilities and right (specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and status.

S. Uses encyclopedias.

S. Checks on the bias and competency of witnesses, authors, and producers of materials.

S. Notes opportunities of witness to observe place or event, how closely he did observe, his training and qualifications for observing or studying places or events, the time elapsing between observation and the writing of the account.

III. The Manus, like mo
work responsibilit
women, Unlike many
did not give many
work to children

A. The woman's re
erally include
and preparatio
care of the ho

B. Men fished, bu
homes, and car

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lll. The Manus, like most societies, divided work responsibilities between men and women, Unlike many societies the Manus did not give many responsibilities for work to children

A. The woman's responsibilities generally included the acquisition and preparation of food and the care of the household and infants.

B. Men fished, built boats, built homes, and carried on the trade.

Review the use of the home in preparing and storing products to trade.

Perhaps have children write stories of a night of fishing with the Manus and preparing fish for the market.

59. Say: We've talked about the basic needs of people in Manus--food, clothing, and shelter. We've also looked at some of the work the people of this community did to satisfy their needs. Pictures can tell us a great deal about the people of Manus and their work. Let's look at other kinds of work being done. Show pictures of different kinds of work. Have children make a list of the types of work shown. If necessary, reshow pictures seen earlier to remind children of any types of work.

Capable readers may do reserach on crabs, tuna, octopus, etc. and on methods of spear fishing and net fishing by Manus and then report back to the class.

Ask: What work do the Men do?

60. Sometimes pictures don't tell all the sotry. What would be the best way to find out about life on a far away Pacific island such as Manus? Try to draw from the children that perhaps the most accurate information would be a first hand account from someone who had been there and lived with the people. Tell the children about Margaret Mead, an anthropologist, who studies how people live together in different communities of the world. Explain that she has lived with and studied the Manus people, and that the information you have given them (Study Sheet #4) is taken from a book about the Manus written by Margaret Mead after she had lived with and studied these people.

of the home in preparing and storing
ade.

hildren write stories of a night of
he Manus and preparing fish for the market.

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people of Manus and their work. Let's
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d such as Manus? Try to draw from the
perhaps the most accurate information
rst hand account from someone who had
d lived with the people. Tell the children
t Mead, an anthropologist, who studies
ve together in different communities of
xplain that she has lived with and studied
ple, and that the information you have given
heet #4) is taken frcm a book about the
by Margaret Mead after she had lived with
hese people.

National Geographic, Oct. 1955 (scene of house fire to smoke out insects and keep attic treasures safe. Not of Manus, but, relatively similar.)

Slides of Manus at work.

Encyclopedias, library references.

See Appendix for

Work of Manus

Slide of Margaret Mead with children.

Notes author's training, position, status in profession, sources of information, techniques for collecting and analyzing data, etc.	
Distinguishes primary sources from secondary accounts.	
All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.	C. Children do little work; boys play all day, but girls who are about to be married learn handiwork and some housekeeping chores.
Generalizes from data.	
Families in all societies delegate responsibilities and rights (specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and status.	
Categorizes data.	
Generalizes from data.	
All societies have some means of socializing children although not all societies have formed schools.	IV. People everywhere provide means for their children to learn necessary skills for their adult responsibilities.

Describe the ways in which an anthropologist works in gathering such data.

Now have children look at Study Sheet #4, as you read it aloud. (The vocabulary and concepts are difficult for third graders to attempt individually.)

Now discuss Manus work ways with them. Bring out the difference between the work roles of men and women. Arrange for the class to see the videotape Margaret Mead's New Guinea Journal.

Videotape: Margare Mead's New Guinea Journal, National Educational Television, Chelmsford ITV.

61. Re-read the story, Playful Popoli, and view pictures of child life in Manus. Discuss them, compare with child life in our local community and with a colonial community (studied in grade two). Note similarities among children everywhere.

See Appendix for A Day with Popoli

Mead, New Lives f Old, plate IV (lo er right); plate (bottom); plate X (top left and low left).

Slides of child l on Manus.

62. Make a chart showing divisions of labor among the Manus.

Work of Manus

Men	Women	Boys	Girls
Fishing	Care of babies	Play	As older,
Trading	Fishing	all	learn
Boat building	Cooking	day	handiwork, etc.
House building	Do handiwork		
	Care of home		

Compare with the division of labor in our own community. Note similarities and differences. Help children formulate generalizations.

G. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

A. Educa
forms
teach
adult

G. Language enables man to make his experiences continuous and to apply previous experience to new problems beyond actual physical experience. It makes cumulativeness of culture possible.

B. The
chil
read

human beings learn process of growing is the learned be- hared by members of	A. Education may take many different forms: schooling, observation, home teaching, listening, accompanying adults, doing.
man to make continuous and s experience to new pro- ual physical experience. iveness of culture	B. The Manus had no written language so children did not have to learn to read.

63. Discuss purpose of our schools. Then remark: We have seen many pictures of the Manus, but we have seen no pictures of the Manus children going to school, for they have no schools. How do people learn things if they don't go to school? What are some things you know how to do that you did not learn in school? How did you learn these things?

Ask: What things did the boys and girls of Manus need to learn? How did they learn them? List and chart the following:

Skills Needed by Boys	How Learned	Skills Needed by Girls	How Learned
Build canoes	Watching	Care of babies	Watching
Build house frame	Building toy boats	Cooking	Helping at times
Fishing	Helping when they wanted to		
Navigation		Mat Weaving	
Customs		Beadwork	
Trading		Singing and Dancing	
Singing and Dancing			

64. Ask: What didn't the boys and girls have to learn to read and write? Point out that the Manus had no schools, books, libraries, calendars, written language or history in terms of past events other than people's memories.

G. Culture is learned, not inborn.

S. Identifies differences among data.

C. The things people need to learn whi
ing up differ from one society to a

S. Generalizes from data

G. In all societies people are expected to behave in certain ways; they are expected to believe that certain things are bad.

D. All societies teach children to beh
in certain ways which the people of
that society consider the "right" th
to do.

G. People differ as to how they expect people to act and as to what they think good and bad.

G. Both positive and negative sanctions are used to teach the child to act in certain ways.

G. Culture is learned, not inborn.

E. Ways of living in groups in learne
behavior

S. Identifies differences among data

S. Generalizes from data.

Get children to think about disadvantages of a lack of a written language and the need for some kind of language--spoken or written.

Ask children how information about people who lived here before we did is learned by the children in our community. How is the done in a primitive society such as Manus? What is the main difference?

65. Prepare a chart similar for our own society similar to the chart made in activity #64. Have children look for similarities and differences. For example, difference in skills needed by boys and girls in the U.S. and by boys and girls in Manus. Ask: How easy would it be for you to do the things the Manus boys and girls did? Why?

66. Ask: What else do we need to learn besides how to do certain tasks, how to read and write, or about our country's past? (use additional questions to bring out the kinds of things we learn about what to do or not to do in our behavior toward others, etc.) Ask: How do we learn these things?

Recall with the children some of the restrictions on Manus behavior--especially that of children. Compare with our restrictions. Ask: If you lived in Manus do you think your parents would have the same restrictions for you that the Manus parents have for their children? Consider possible reasons for differences. Ask: How were Manus children taught these restrictions?

67. Summarize on the chalkboard or a chart the following information:

Governments provide protection from outside attack and frequently provide protection against other dangers such as crime, etc.	V.	The Manus of Old Peri did not have the kind of government which we have; however, they had an informal organization to provide for their defense. Also, the Australian government which took control of the islands early in the 19th century, outlawed war and provided for a system of settling disputes among villagers.

WHAT PEOPLE LEARN	HOW THEY LEARN	SOURCE OF LEARNING
To make a living	Observing	Schools, books, Churches, etc.
To behave themselves		
Their different roles in different groups	Doing	
To read	By reading	School, home, etc.

Expand the chart as children suggest ideas

Discuss the differences in various kinds of learning--at schools with teachers, from books, from experiences, at home from families, by imitation, by play, etc.

68. Ask: Can you see any need for government in Old Peri? (Have children review what they learned in the units on their own community and on the Gold Mining Community to list possible purposes of a government. Then have them decide whether they think such services are needed in Peri.)

Now tell the class that the villages were never united under one Manus government. Instead, each village was made up on close relatives or a clan. The head of one of the more respected families served as war chief to organize the village men in case of war with other

G. **Ways of living differ from one society to another and within the same society; indeed, each culture is unique.**

VI. **Ways of living in Old Peri differed from other societies we have studied, but there were also some basic similarities between its ways of living and those found in other societies.**

G. **All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.**

peoples. The men of the village also met and discussed what they might do when other problems arose. However, there was no other formal government until the islands came under control of other countries. The Australian government outlawed war when it took over control in the early 1900's. (Ask: Why would the people of Peri like this? Ask additional questions as needed to bring out importance of peace for trade.) The Australian government also set up a system of courts to solve disputes among the people. Ask: Which of the services of government were provided for the villagers? (Relate these government services to those which children have listed from their earlier studies. What kinds of governmental services were not provided?

69. Ask: What things are the same and what things are different about life in Old Manus and life in our community? Recall some of the services and functions of our local ommmunity i.e. education, health and safety, transportation, communication, government, recreation, etc. Compare with Manus. Chart comparisons of Present American Community, Early Colonial Community in Boston and Manus.

Also ask: How else do the people of Manus differ from us? How do they seem like us? (Discuss basic needs and note that they had families, too, even though they may have differed from ours.)

70. As additional summary of the Old Manus culture, do as many of the following activities as time and the interests and abilities of the group permits.

(a) Make a large class mural on "Manus Island of the Pacific". Or make a movie roll. Include homes, food, clothing, people, work, community life, etc.

G. Innovations, or changes in a culture of a group, are most commonly made by accepting patterns of behavior already practiced by other groups (i.e. by diffusion rather than invention).

VII. Manus society changed greatl
a brief period of about 25 y

A. The Manus had a long per
of contact with Western
tures; they changed some
their ways gradually as
result of earlier contac
and some much more rapidl
after World War II

1. Germany claimed Manus
part of their pre-WW
pire.

2. Australia administere
Manus as part of a
League of Nation's Ma

3. The Japanese invaded
occupied Manus early
World War II.

(b) Dramatize life on Manus. Ideas for dramatic pla
include:

(1) building a home

(2) fishing

(3) Preparing food

(4) trading-market day

(5) life of a child

(6) teaching skills to Manus children

(7) customs

Watch how children apply what they have learned.

71. Through the use of pictures and brief excerpts, intr
that members of the United States armed forces were b
during W.W. II. Discuss with children--seek out ide
bring out the effects the American armed forces had c
Record children's ideas, save for future reference.

If possible invite a father or serviceman who was in
Admiralty Islands during W.W. II. to talk with the ch
Tape record the talk for future use.

Tell children that even before this, the Manus had c
contact with peoples from Germany and Australia.

fe on Manus. Ideas for dramatic play

g a home

ng food

-market day

a child

g skills to Manus children

n apply what they have learned.

f pictures and brief excerpts, introduce the fact
he United States armed forces were based on Manus
Discuss with children--seek out ideas which
ects the American armed forces had on the Manus.
ideas, save for future reference.

for pictures: National Geographic, July, 1948

Also check local library picture file on Oceania and New Guinea

e a father or serviceman who was in the
during W.W. II. to talk with the children.
alk for future use.

t even before this, the Manus had come into
les from Germany and Australia.

Quinn, Picture Map Geography of the Pacific Islands, p. 52

4. American and Australian forces expe the Japanese, and Manus became a ma staging area for American Armed Force

5. Australia now administers Manus as pa of a U.N. trusteeship.

S. Is able to empathize with others

G. Persistence of culture traits is a result of either a reluctance to change or a lack of exposure to conditions which further change.

G. People in all societies change their behavior only if they feel a need to do so.

G. Sometimes change comes slowly, but radical and far-reaching alterations of a society's culture may take place;such social or revitalization movements may redesign the pattern of community life and transform the way in which people feel about themselves.

B. After World War II, change came very rapid among the Manus.

1. The Cargo Cult or "Big Noise" movement after the second World War brought mass changes in the Manus culture.

72. Have children prepare and give an informal skit--dramatizing the landing of American armed forces on Manus and the probably reaction of the people of Manus to some of the American ways and inventions (such as equipment).

Videotape; Margaret Mead's New Guinea Journal, N.E.T., Chelmsford, ITV

Or have children write imaginative stories of the probably reaction of the Manus to strange American things and ways.

Arrange to see the Videotape, Margaret Mead's New Guinea Journal, Focus attention on the American Landing.

73. Use some local debate over a possible change in the children's community to introduce the reasons why some people oppose and fear change and the reasons why others want change. (Or even use some suggestion children have made for changes in their own school and discuss reasons why some want them and why some may oppose them.)

74. Tell the children that following World War II, some of the leaders told the Manus that others, such as American soldiers, had many more things than they had. At the suggestion of the leaders some of the people destroyed some the the native things they did have and waited, as the leaders suggested, for great cargo ships to come and bring them all the new and different things the Americans had that the Manus didn't have. People who believed this were said to be following the "Cargo Cults".

G. Leadership is necessary to maintain group cohesion especially during periods of change.

G. Innovation occur in all societies; they occur in ideas and behavior, not just in things.

S. Identifies differences among data.

S. Gains information by studying pictures.

G. Culture changes, although it changes more rapidly and drastically in some time and places than in others.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. An important change in one aspect of a society's culture will result in changes of other aspects of their culture.

2. People f
give voi
and to w
them. P
er in a
culture.

C. Manus Cultur
in Old Peri.

1. The manu
shore is
on land

2. Western
deal, pa

3. The Manu
inventio
transpor

4. Manus's
Australi
and hosp
have los
stitions

5. Changes
ganizati

essary
cohesion
periods

in all societies;
eas and be-
in things.

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n by studying

although it
idly and drasti-
me and places

sical environ-
his cultural
ons, and level of

nge in one aspect
ulture will
es of other
culture.

2. People frequently look to leaders to give voice and meaning to new wants and to work out means of achieving them. Paliau emerged as a strong leader in a development of a new Manus culture.

C. Manus Culture is very different today than in Old Peri.

1. The manus have moved to a small off-shore island and have built their home on land in orderly rows.

2. Western style dress is used a good deal, particularly on formal occasions.

3. The Manus are using many new tools and inventions, as well as new types of transportation and modern medicine.

4. Manus's ideas have changed in part as Australia has set up formal schools and hospitals in the area. The Manus have lost many of their old superstitions.

5. Changes have taken place in social organizations, in law, and in ceremonies.

We know this wouldn't happen. How do you think the Manus learned this? Discuss.

75. Now have children read and discuss Study Sheet on Paliau. also show a picture of Paliau.

76. Show pictures of New Peri. Have children look for examples of new ways of living and learning in Manus and for the use of modern tools. Ask: What things do you see that would have surprised the Manus of Old Peri? List changes in homes, village, people's appearance and dress, school, church, etc. (If necessary show some of the pictures of Old Peri once again to help children make the chart.) Also ask: How would each of these changes be likely to affect other parts of Manus life? Why?

t happen. How do you think the Manus
s.

ad and discuss Study Sheet on Paliau.
of Paliau.

Peri. Have children look for ex-
f living and learning in Manus
odern tools. Ask: What things do
ave surprised the Manus of Old
in homes, village, people's appear-
ol, church, etc. (If necessary
tures of Old Peri once again to
he chart.) Also ask: How would
s be likely to affect other parts

See Appendix for Paliau, a Great Leader

For picture see Mead, New Lives for Old, plate VIII (top picture)

Slide of Paliau

Mead, New Lives for Old, plate I & 2 (top 2 pictures), plate IV (top 2 pictures), plate VII (top picture), plate VIII (lower right), plate X (top picture and middle left picture), plate XI (top pictures), plate XII (top right) plate XV (lower picture), plate XVI

Slides of New Peri.

S. Sets up hypotheses.

S. Looks for relationships among events.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES AND IS EQUALLY SCEPTICAL OF PANACEAS.

G. Far-reaching changes may occur when members of a society feel that major wants are unfilled and prospects of fulfillment are impossible under existing conditions.

G. People in all societies change their behavior only if they feel a need to do so.

C. Many factors account for the massive cultura and social organization of the Manus.

1. Contact with Americans had great impact, since the American's values and technology appealed to the Manus and there system of values.

    (a) The American concept of brotherhood appealed to the Manus; the Manus worked along with Americans, not as their servants during the war.

    (b) The American valuation of human lif appealed to the Manus.

77. Use the films: Samoa or Fiji: A South Pacific Island, (these films are not of Manus, but are of other South Pacific Islands where life is similar to the new way of life on Manus.) Compare and contrast this new way of life with life on Old Manus.

78 Have children read the story of Karol and the Study sheet on Work and Life in Manus Now, After they have read each, the class should decide what to add to their list of changes (made in activity #76). You may also wish to read aloud, paraphrasing at time, Margaret Mead's description of some of the children's way of life in 1953. Again, have children decide whether or not they should add to their list of changes.

79. Make a display or model island of village houses now built on land and in rows. Add church and school buildings.

80. Ask: What do you think may have caused these changes? Try to bring out that many factors are responsible. Discuss: Why do you think the Manus didn't change their ways as much as a result of contact with others before the coming of the American Servicemen and Paliau? Point out missionaries had come before the army and tried to bring the Manus what the missionaries considered an improved way of life. A few Manus boys had gone away to work on work contracts for two or three years for European plantations owners or white people in New Guinea or as Police boys for the Australian government in Rabaul. Some had worked on trade schooners. Most returned after several years. Ask: Why hadn't these factors changed the Manus way of life? (try to bring out that the big difference was the kind of personal contact with the Americans.

lms: Samoa or Fiji: A South Pacific Island,
ns are not of Manus, but are of other South
lands where life is similar to the new
on Manus.) Compare and contrast this new
with life on Old Manus.

Films: Samoa, Walt Disney Films; and Fiji: A South Pacific Island Universal Education and Visual Arts.

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anges (made in activity #76). You may also
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53. Again, have children decide whether or
hould add to their list of changes.

See Appendix for

Karol, Son of Popoli
and
Work and Life in Manus Now.

Mead, New Lives for Old, pp. 365-368

play or model island of village houses now
and and in rows. Add church and school

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(try to bring out that the big difference
nd of personal contact with the Americans.

G. A society will change of its own accord only if the change fits into its value system

G. Some values are conducive to change. Some make change difficult.

G. Radical and far-reaching alterations of a culture which alter the pattern of community life and transform the way people feel about themselves (i.e. Social movements or revitalization movements) sometimes occur.

G. Communication barriers are an important obstacle in cultural diffusion.

c. The Manus admire
which they thoug
much easier life

d. Life for the adu

e. As a result of t
other cultures,
developed a neo-
made up of nativ
German words cal
Pidgin English w
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barriers are an
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c. The Manus admired the American technology which they thought could bring them a much easier life.

d. Life for the adult Manus was hard.

e. As a result of the trading contacts with other cultures, Melanesian people had developed a neo-Melanesian language made up of native terms, English , and German words called Pidgin English; Pidgin English was a lingua franca which overcame the communication barrier.

f. The personality of the Manus was imitative of others. Such imitative behavior was developed through sociali-

They provided a mass demonstration for the Manus to see values of another culture which were attractive to them. The Manus had worked as servants to white people previously; they worked along with Americans).

81. Discuss some of the ways of life of old Manus which were unacceptable to them after the impact of mass American culture diffusion. Ask: If you had been a Manus what would you have liked about American ways of doing things? Why?

82. Say: Suppose some men from outer space came to live in our community. Suppose they speak a language we cannot understand. Why might we be slow to adopt their ideas? Now suppose some Americans have lived in another country for some years. The people ther have learned some of our language. Suppose some of these men were to come to our community. Would it be easier or harder for us to learn from them than for us to learn from the men from outer space? Why?

Discuss language of their community with the children. Ask them what words are used that are taken from other cultures. Try to bring out the large number of Indian words such as moccasin, maize, toboggan, etc, Spainsh words such as corral, lariat, hacienda, etc. Point out ways in which Manus language made diffusion easier.

83. Ask: How did Manus children learn? (by imitaing elders). How might this way oflearning affect children's behavior when American soldiers were in Manus.

zation; Manus youth learned through imitation rather than by directed teaching. This type of imitative personality made acceptance of culture traits with which the people came into contact much more likely.

Leadership is necessary to maintain group cohesion especially during periods of change.

g. Good leadership facilitated the changes.

1) Paliau motivated to bring back to Manus people the way of life they saw leave when the Americans left Manus.

2) Paliau focused the Manus on the task of gaining through their own efforts the way of life they had seen but had not lived.

Close and continuing contact with groups which continue to support a group's values and norms may retard the acceptance of other values and norms through the process of diffusion.

h. Limited contact of Manus with other Melanesian groups (except during trade) led to an absence of boundary maintenance structures.

84. Ask: How did Paliau's leadership help bring the changes? Suppose an equally capable leader had opposed the adoption of western ways. Do you think the Manus would have been as likely to change? Why or why not?

85. Ask: How much contact did the Manus have with other Melanesian groups? Suppose they had more contact? Would this contact have made them ore or less likely to keep the old Melanesian culture? Why? Suppose half of this class were to be put or an airplane and set to a country with a very different way of life. They have no contact with any other Americans. The other half is put on a plane and sent to a different country. However, they find many Americans there. They see these Americans often. Which group do you think would be most likely to keep our American ways rather than taking on the ways of the people of the other country? Why?

Governments provide protection from outside attack and frequently provide protection against other dangers such as crime, etc.

Gains information by studying pictures.

Even when a major reorganization of a society and its culture takes place, not all of a culture is completely modified.

People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

1. Rapid change was possible because the Manus changed their pattern of living all at once.
    1) There was a massive resettlement from lagoon houses to houses on land.
    2) There was massive contact with another culture.
    3) The Australian administration provided security for them
        a) Tribal war was outlawed.
        b) Local self-government was permitted.
        c) Health and sanitation education were provided.
        d) Schools were built by the Australian government.

E. The Manus retained many old customs and ways in their new cultural structure.

Say: Suppose people of Old Peri had built new homes on the land only one at a time. Would change have come so rapidly? Why or why not? Suppose only a small number of Americans had gone to Manus during the Second World War. Would change have come so rapidly? Why or Why not? Suppose the Australian government had not outlawed war between tribes in the Great Manus. Would the people of Old Peri have built New Peri so soon? Why or why not? Suppose the Australian government had not built schools in the area? Would change have come so rapidly? Why or why not?

Show pictures of life in Old and New Peri. Ask: What do you see in the pictures that men learned to do from the early people of Manus? What things have not changed? What things are basically the same but are seen in slightly different form?

Mead, New lives for Old, plates I,V, VI, IX

Slides of Old and New Peri

Identifies differences in data

Accepts his share of responsibility for the work of a group; participates actively without trying to dominate.

People in most societies of the world depend on people who live in other communities for certain goods and services.

Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

Applies previously-learned concepts and generalizations.

F. Continued contact and increased travel will continue to change Manus. Air travel will bring the greatest transportation increase. In the future Manus may see: (a) airplane refueling stations, (b) tourists, and (c) defense posts

88. Make diagrams, or a panorama, a mural; or bulletin board display showing Manus--before and after.

89. Have a native feast or celebration. Invite another class or parents to observe the event. Share other culminating activities. Have children explain and share their wall map, murals, model island, committee work, model house, word-meaning chart, etc. See appendix for suggestions on a Manus Happening in which children simulate life on Manus.

See Ap
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sugges

90. Discuss: What use do the Manus now make of their environment? How has the use of the environment changed? Are the Manus more or less likely to depend upon materials which cannot be produced on their own island? Why?

91. Make predictions about the future of Manus. Ask what effect aviation and improved communications may have on Manus. Remind children that Manus changed from the old ways of the 1930's and the ways of may years before that to new ways in the 1950's. What changes do they predict for Manus in the next 25 years? Why?

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SLIDES

Manus Community Slides

1. Tropical island bay
2. 1928: Old Peri
3. 1929: Manus
4. 1929: Fisher
   man ne
5. 1929: Sailin
6. 1929: Michae
   Ngamel
7. 1928: Mgalow
   childr
8. 1929: Pokana
9. 1928: Five b
   in fro
10. 1929: Lulwil
    Piwen
11. 1929: Childr
12. 1928: Child
    from h
13. 1953: Site o
14. 1953: Karol
    wife
15. 1953: Stefan
    old so
    should
17. 1954: Woman
    money
18. 1953: New to
    son wi
19. 1953: Small

3. 1929: Manus Home

4. 1929: Fisherman fishing with two man nets.

5. 1929: Sailing canoe

Eye Gate House, Inc.

6. 1929: Michael Nauna and father, Ngamel, standing on canoe

7. 1928: Ngalowen and Ponkob, two children, playing on canoe

8. 1929: Pokanau and his son, Matawai

9. 1928: Five boys sitting on canoe in front of homes

10. 1929: Lulwil Bomboi and daughter Piwen

11. 1929: Children in play canoes

erms Charts.

12. 1928: Child demanding betel nut from his mother.

13. 1953: Site of old Peri

ournal, National
lmsford ITV.

14. 1953: Karol Matawai and his second wife

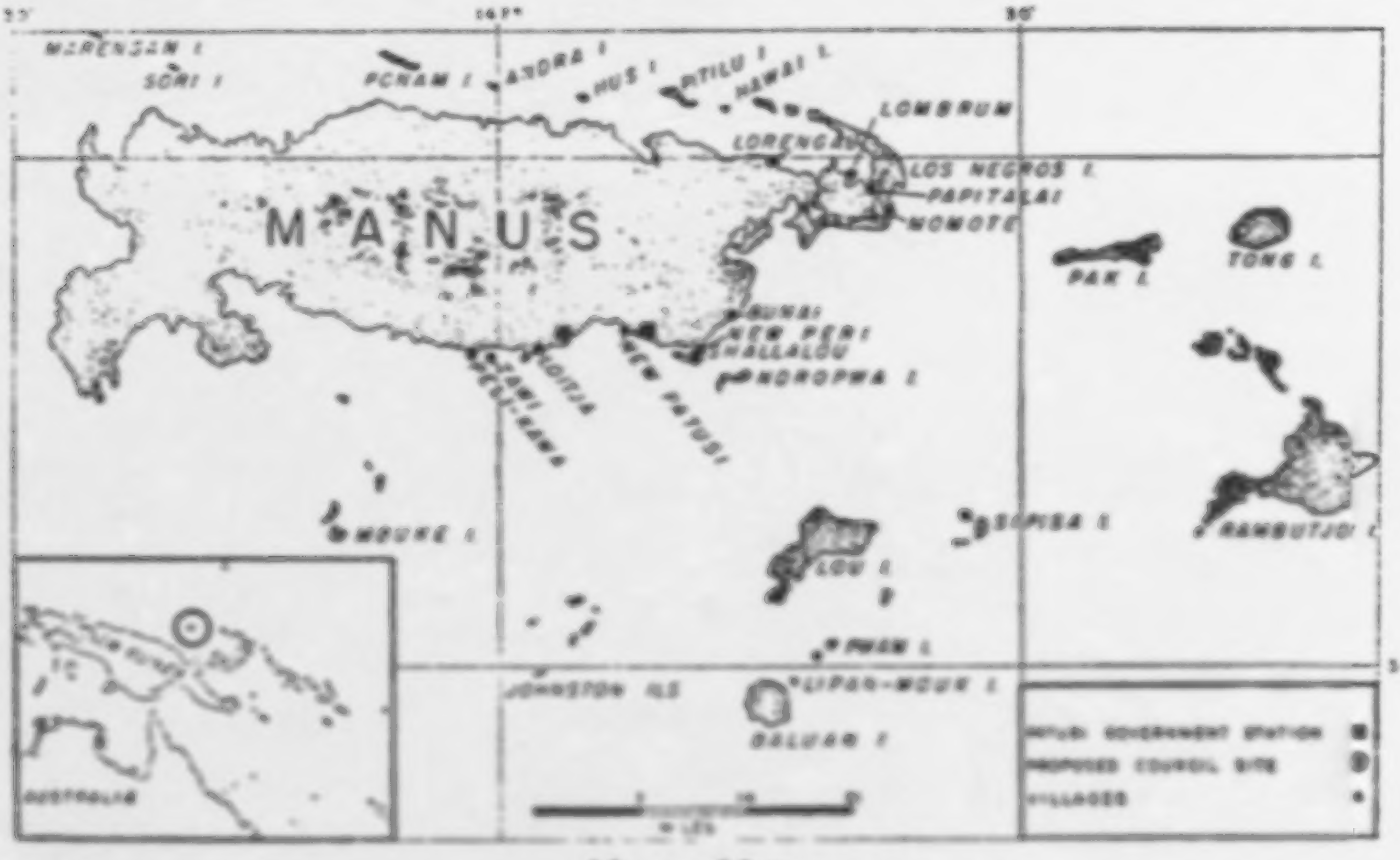
15. 1953: Stefan with his three year old son sitting on his shoulders

17. 1954: Woman citizens with their money ready

18. 1953: New tools for old-father and son with hatchets

19. 1953: Small girls making fish nets

APPENDIX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SORI I.
PONAM I.
ANDRA I.
HUS I.
PITILU I.
HAWAI I.
LOMBRUM
LORENGAU
LOS NEGROS I.
PAPITALAI
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PAK I.
TONG I.
BUNAI
NEW PERI
MALLALOU
NOROPWA I.
NEW PATUSI
MOUKE I.
SOPISA I.
RAMBUTJOI I.
LOU I.
PWAM I.
JOHNSTON ILS.
LIPAN-MOUK I.
BALUAN I.
AUSTRALIA
GOVERNMENT STATION
PROPOSED COUNCIL SITE
VILLAGES

Map of Manus

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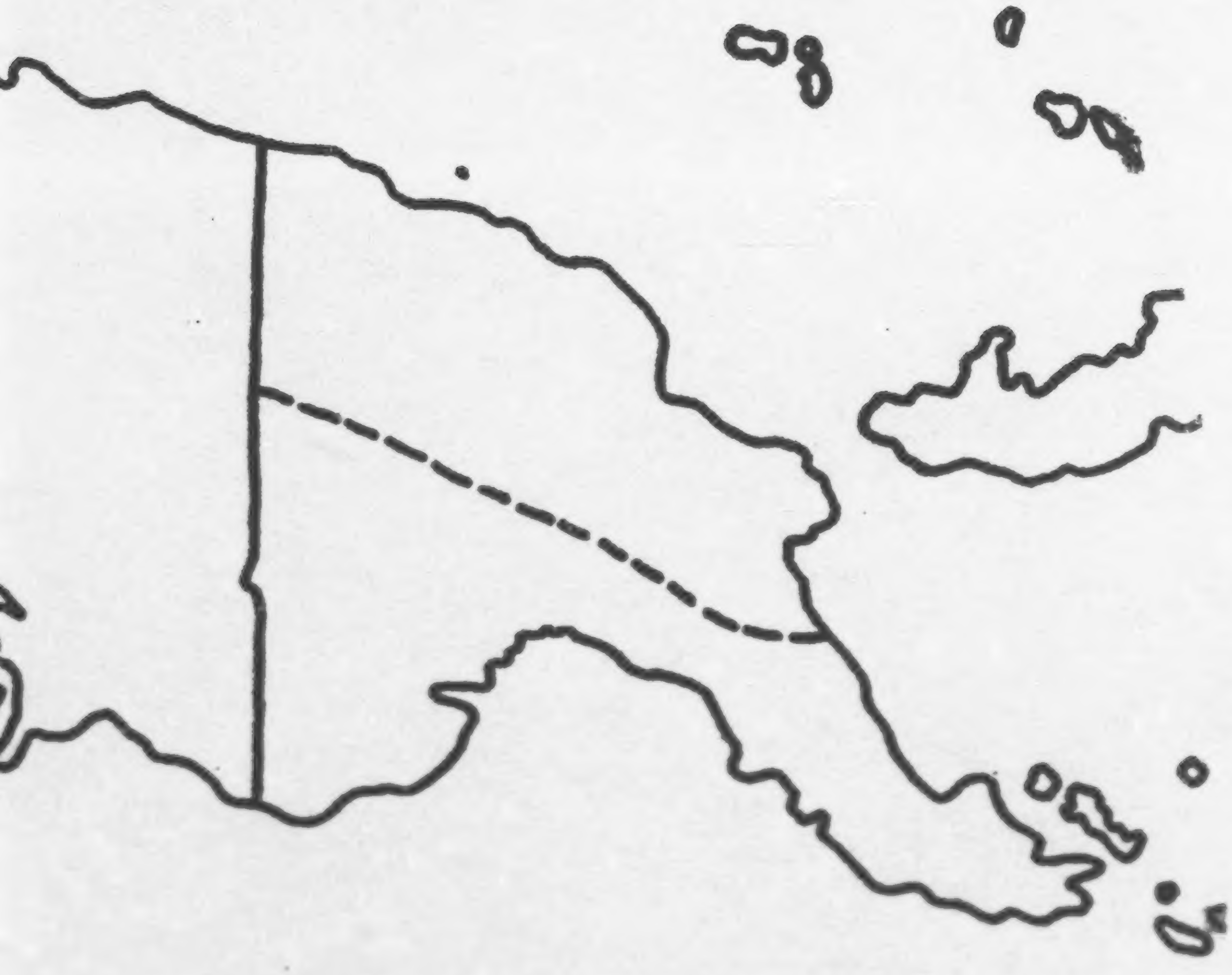

TIDAL AREA

1. It is the area between high and low tide.

2. The ocean shoreline changes each day with the tides. There are two high tides and two low tides each day. This varies with location.

3. The seashore abounds with a great variety of plants and animals which make various adaptations and they adjust to both water and air.

4. On sandy beaches, animals live in the sand, such as clams, oysters, crabs, and worms.

5. On the rocky shores living things cling to the rocks, such as seaweeds, barnacles, and mussels.

6. The waves are constantly wearing away and building up the land along the coast; thus plants and animals must adapt for survival.

7. 150 baby sea urchins put together would not make a line an inch long. They are clear as glass and have four hairy arms to swim.

8. Baby crabs are carried by their mother under her tail as a bunch of eggs. The baby, when hatched it transparent and shaped like a comma with a long tail. They have hard skins which do not grow. As the animal grows, it sheds its outer skin and the new skin underneath stretches a bit and hardens. It sheds many skins before becoming an adult.

SURFACE MEADOWS

(Shelf)

1. Contain tiny plants and animals called plankton or krill.

2. Diatom is a plant as big as a speck of dust.
   One quart could contain 6 million.
   In polar seas they swarm in such numbers that they color the water green
   Sometimes they grow in yellow patches on the under belly of the great blue whale called the sulphur bottom.

SOME NOTES ON THE LEVELS OF THE SEA

SURFACE MEADOWS

(Shelf)

(continued)

3. Radiolarians are minute plants

4. Sea meadows flourish in the spring and wither in the summer sun.

5. Copenods are shrimp-like animals.
   They may swallow 120,000 diatoms a day.
   They are eaten by herring.
   60,000 copepods were found in one herring.
   They are eaten by fish and whales.
   They sometimes color water brownish red.
   300 gallons of copepod soup was found in one whale's stomach.

6. The eggs of fish as well as baby clams, baby oysters, and baby lobsters float for a while in the surface meadows before settling to the bottom.

7. Seaweed is a plant that is found near the shore
   It can be green, blue green, red, olive green, or brown.
   It needs sun.
   It grows in shallow waters.
   It has no roots, no blossom.
   It sometimes has airfilled spaces which act as it floats.

8. Kelp is a form of seaweed.
   It is a plant.
   It has a stem that holds fast to the ocean floor.
   Its stem is so tough it can be used as a fishing line by the Eskimos.

9. The surface can look red with all these plants and animals in the daytime.

10. The surface can have a phosphorescent glow in the night.

11. A cupful of water may contain millions upon millions of diatoms.

12. Fish that usually live at lower levels may come up at night to eat the tiny plants and animals.

SOME NOTES ON THE LEVELS OF THE SEA

BETWEEN THE FLOOR AND THE SURFACE OF THE SHELF

1. The continental shelf extends from a few feet up to several hundred miles and reaches a maximum depth of about 500 feet.
2. Ocean fish eat in diatom meadows.
3. Surface feeders eat floating plankton (mackeral, herring). Colors match where they eat - top feeder - blue, slivery.
4. Mud and sand feeders - eat worms and shellfish (cod, flounder). Colors match where they eat - gray, brown.
5. Most fish prey upon other or smaller fish.
6. Fish have scales, breathe through gills, lay eggs, are cold blooded.
7. Area contains schools of plankton-feeding fishes like the herring, menhaden, mackeral).
8. Area contains fish-eating fish like the bluefish, tuna, and sharks.
9. Area contains pelagic (deep sea) squids that prey on fishes.
10. Area contains whales who may live on fishes or shrimps or the smallest plankton.

THE FLOOR OF THE SHELF

1. Contains sand or various colored muds (red, green, blue).
2. Contains animals:

   clams, razor clams, clam worm, boring clam, sea urchin, (spines), sea star, spider crab, horseshoe crab, boring sponge, mussels, barnacles, oyster drill, etc.

SOME NOTES ON THE LEVELS OF THE SEA

THE FLOOR OF THE SHELF

(continued)

3. Tropical floor:

    sponges, coral, sea anemones, sea fans, etc.

MIDDLE AREAS - SLOPE

POINTS OF DESCENT FROM THE SHELF TO THE OCEAN FLOOR OR ABYSS

1. The continental slope may drop straight down from 2-3 miles at a time and forms boundary walls for the deep ocean plain.
2. Sunlight fades as you go below the surface.
3. At 150 ft. only blue light remains.
4. 1,900 ft. no blue light left - purplish black.
5. Gets colder as you approach the ocean floor.
6. No plants, no diatoms.
7. Animals eat dead plants and dead fish that have sunk. They eat one another too.
8. Home of:

    Sea jellies, arrow worms, pterpods (shrimp-like), fish with big teeth, great staring eyes, or no eyes at all, fish commonly black and red.

SOME NOTES ON THE LEVELS OF THE SEA

MIDDLE AREAS - SLOPE

POINTS OF DESCENT FROM THE SHELF
TO THE OCEAN FLOOR OR ABYSS

9. There is some light from the phosporescence of some fish. Some have red, green, yellow, or blue spots that shine on or off when they want them to.

10. Contain pelagic great squid, black gulper, dragon fish, and other weird looking animals.

OCEAN FLOOR OR ABYSS

1. High pressure, little oxygen.

2. Pressure 1 mile down about one ton /1 sq. inch. farther down, seven tons/ 1 sq. inch.

3. Some crabs, sea worms, (life restricted)

4. Carpet of rubbish (12,00 feet thick).

5. Oozes and clays - colors vary.

6. Hardened ooze - Chalk from shell left overs,

7. In clays, left over sharks teeth, whale ear bones, etc.

8. Home of:

   Hatchet fish, viper fish, snipe eel, rooster fish, lantern fish, black swallower.

9. The deepest parts of the ocean can be nearly 7 miles (Marianas Trench)

10. Absence of light and shortage of food.

11. The deep ocean floor begins at the base of the continental slope and consists of approximately 75% of the total sea area.

Name______________________________

SEE THROUGH THE SEA

I. Shore (Tidal area)

II. Shallow water (Shelf)

III. Surface water (Shelf)

IV. Middle Depth (Shelf)

V. Deep Water

Name ______________________________ Page 2

SEE THROUGH THE SEA

VI. Abyss (Deepest part of the ocean)

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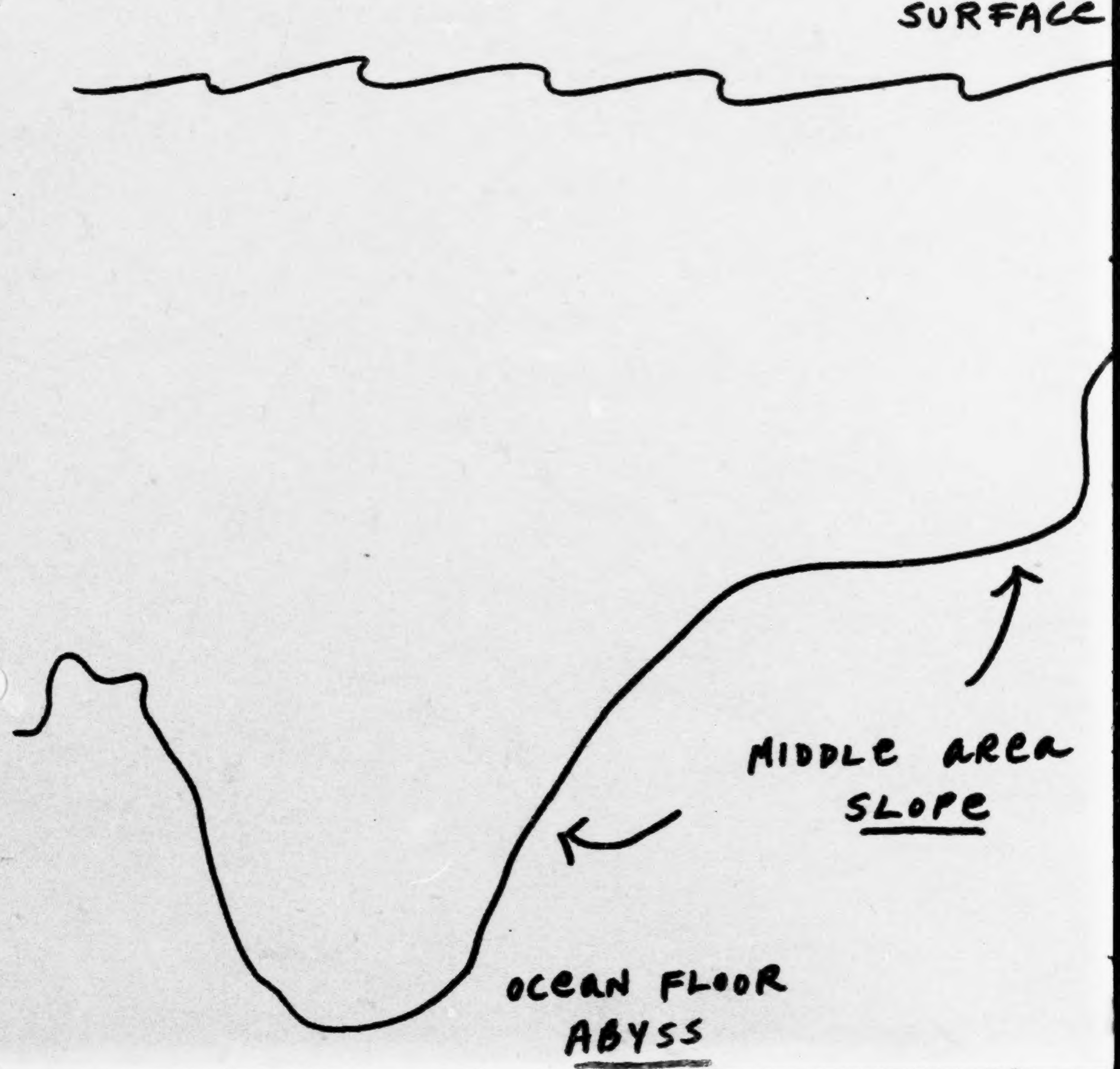
SURFACE
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OCEAN FLOOR
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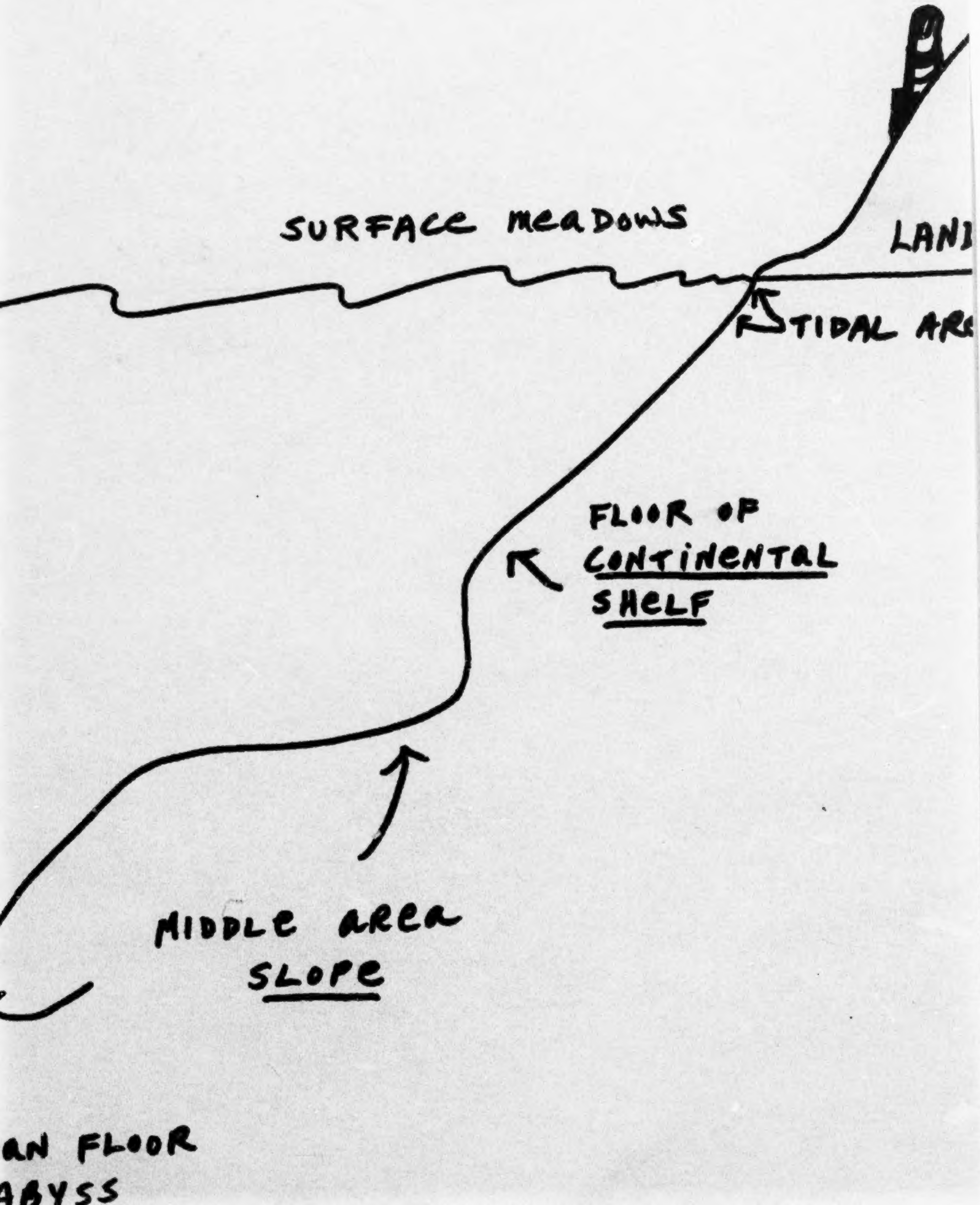
SURFACE MEADOWS
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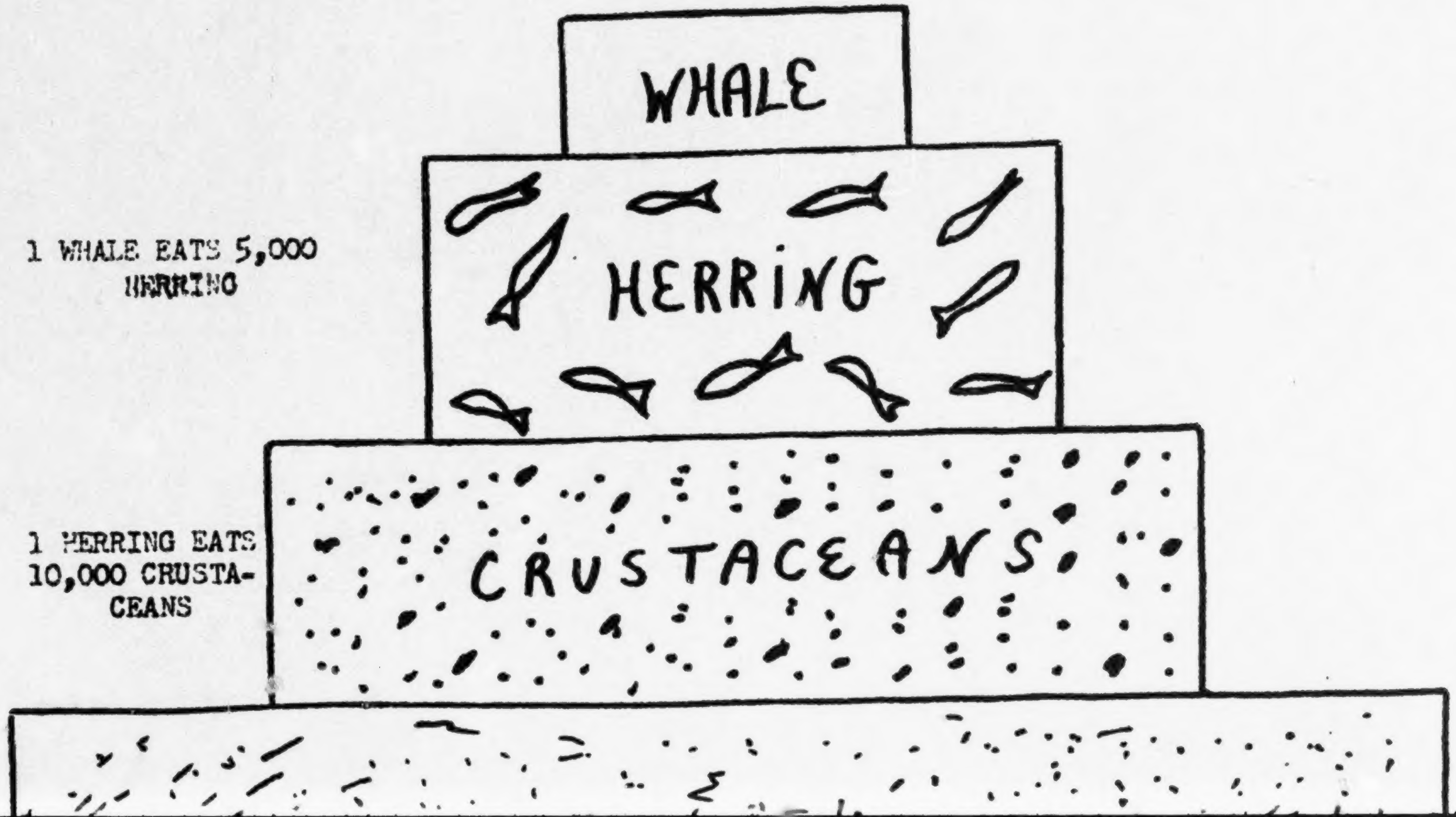
CONTINENTAL
SHELF
MIDDLE AREA
SLOPE
AN FLOOR
ABYSS

Food Chain

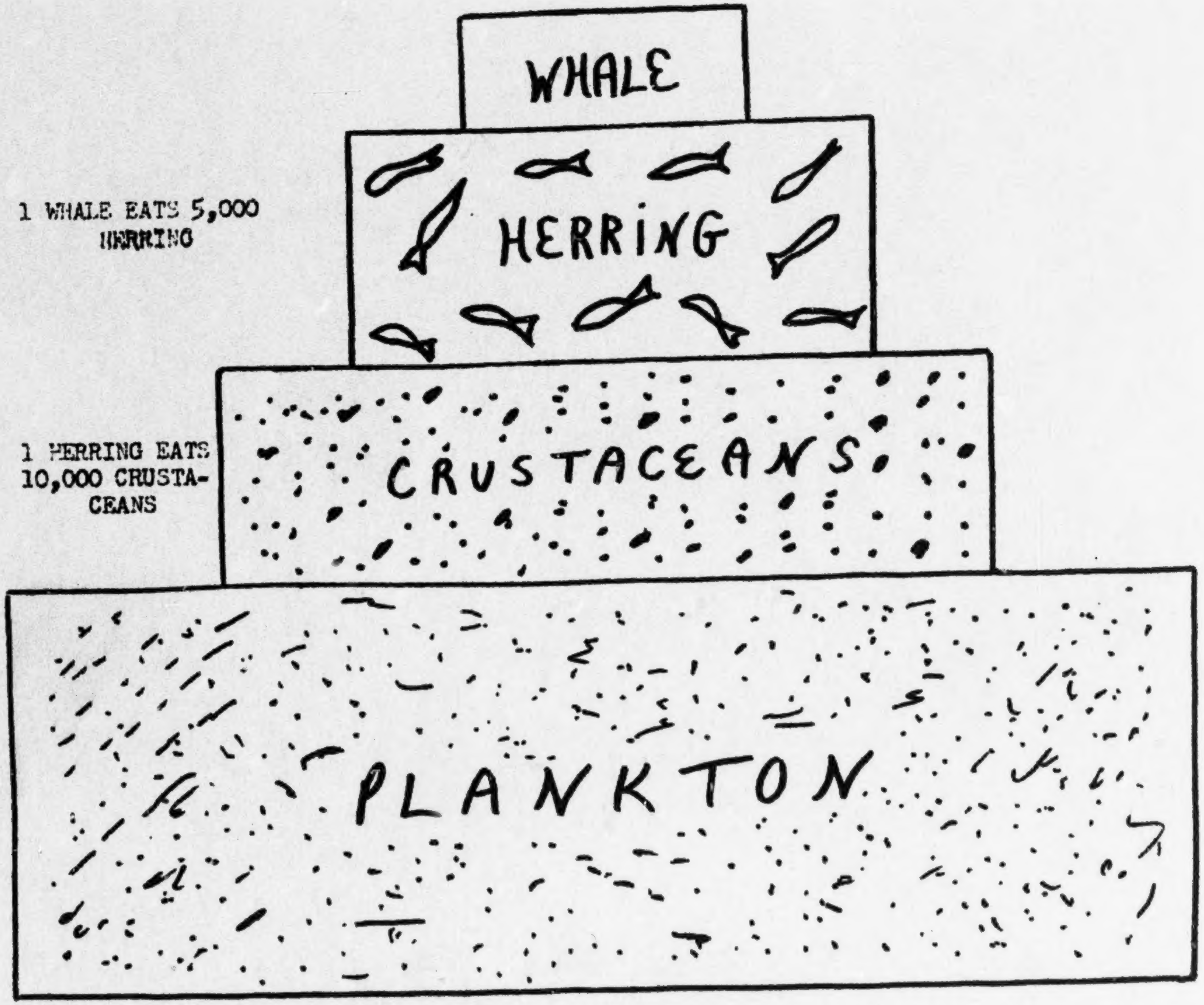
IT TAKES 400 BILLION PLANKTON TO SUPPORT A HUMPBACK WHALE

(ABOUT 50 FEET LONG) FOR A FEW HOURS.


WHALE
HERRING
CRUSTACEANS

1 WHALE EATS 5,000 HERRING

1 HERRING EATS 10,000 CRUSTACEANS


WHALE
HERRING
CRUSTACEANS
PLANKTON

1 WHALE EATS 5,000 HERRING

1 HERRING EATS 10,000 CRUSTACEANS

1 CRUSTACEAN EATS 130,000 MICROSCOPIC PLANTS AND ANIMALS

SOCIAL STUDIES PROJECT REPORT

I. Name of animal or plant

A. What it looks like

B. Where it lives

C. How it adapts to where it lives

D. What it eats

E. What animals feed upon or eat it

F. How it protects itself from its enemies

C. How it adapts to where it lives

D. What it eats

E. What animals feed upon or eat it

F. How it protects itself from its enemies

G. How it changes as it grows from young to old

H. How it moves

SOCIAL STUDIES PROJECT REPORT

I. Other interesting facts

____

____

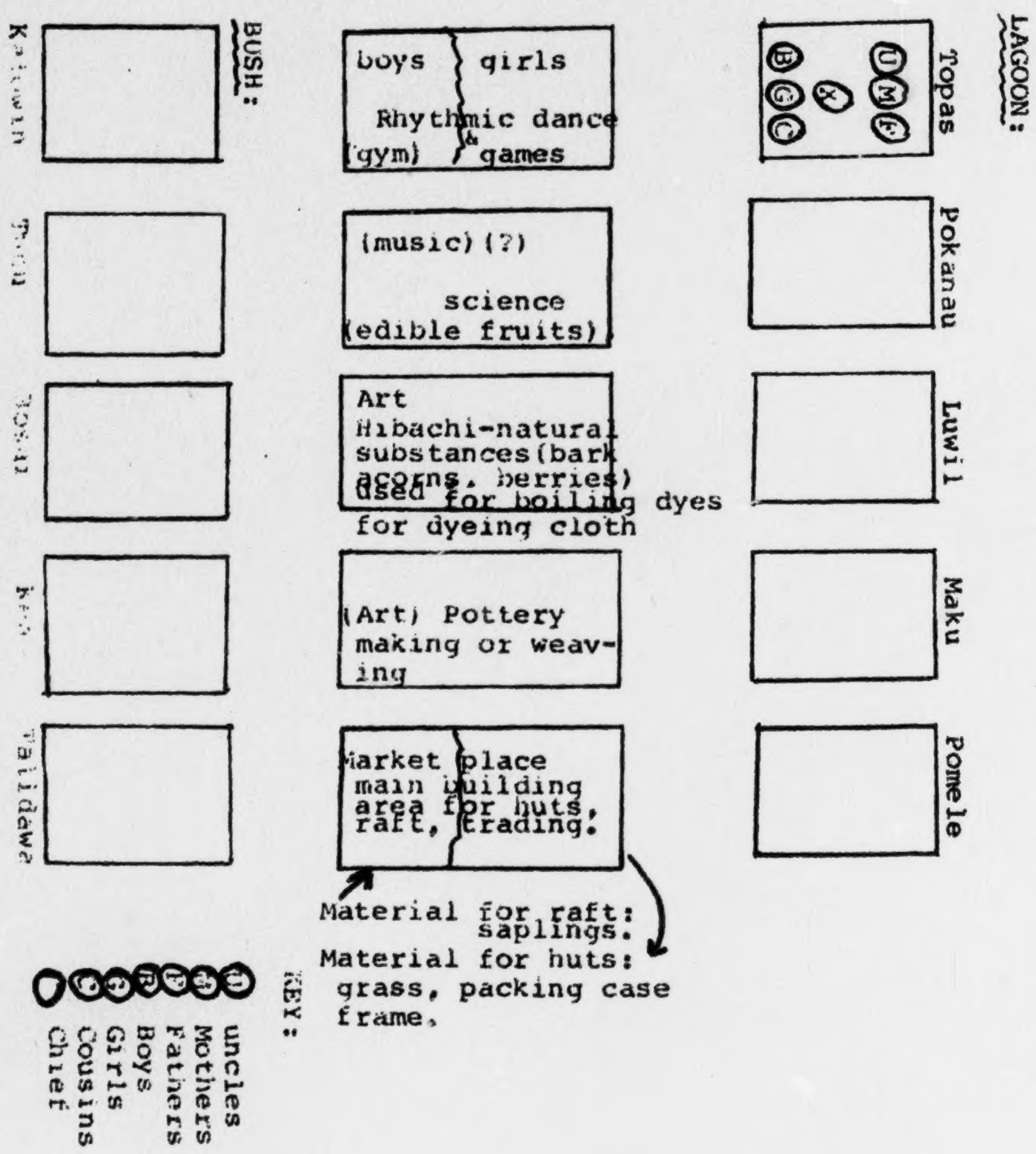
II. Bibliography (Books and Magazines I used)

A. ____
B. ____
C. ____
D. ____
E. ____

III. Picture

Culminating Activity

A MANUS HAPPENING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Luwil
Maku
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girls
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&
(gym)
games
(music) (?)
science
(edible fruits)
Art
Hibachi-natural substances(bark acorns, berries) used for boiling dyes for dyeing cloth
(Art) Pottery making or weaving
Market place
main building area for huts, raft, trading.
Material for raft: saplings.
Material for huts: grass, packing case frame.
BUSH:
Validawa
KEY:
uncles
Mothers
Fathers
Boys
Girls
Cousins
Chief

Culminating Activity

A MANUS HAPPENING

OUTLINE

I. Divide classes into families and assign roles (mothers, fathers, etc.

A. In each family--

Mothers remain and girls to prepare food

1) Use shells for making jewelry, earrings
2) Paint and prepare clay dishes, shells
3) Weave mats, use grasses

B. Cousins remain to

1) Gather wood and arrange fireplace
2) Hang fish to dry
3) Teach younger ones to speak language (use vocabulary cards if necessary).
4) Make fish poles, ladders (lagoon)
5) Make garden plots (bush)

C. Fathers--

Go to trade, bring boys occasionally, build huts/raft.

House Spirit--

(One who goes from house to house--victim gets sick immediately, tells crime, is cured.)

Boys called out of families to join gym class--dancing, rhythmic.
Girls called out of families to joing gym class--dancing,rhythmic.
Cousins called out of families to join art groups, science-edible fruits
Chiefs remain in families to keep order, see tasks performed, make dog's teeth necklaces,(long macaroni)

Culminating Activity

A MANUS HAPPENING

Each family female makes and wears armband (color coded and designed to match family name sign--this is interpreted as as a religious sign--easy spotting-help).

Each family male makes and wears lap-lap also so coded,but free design also. (2 squares of cloth tucked in belt).

Each family receives box with necessary things (pineapples, bananas, shells, twine, macaroni, tray, earring frames, fish (paper), glue, brushes, saran (coverings for bugs), (cans with water), (must forage for as many natural items as possible).

Chiefs

Call all families outside hut--are give problem--must resolve conflict between lagoon and bush--elect high chief--adorn necklaces, dyed cloth--call for feasting and dancing.

STORIES OF CHILD LIFE--MANUS

Story 1.

The child of average reading ability should be able to read this account of the activities of a Manus boy. The purpose is to show the carefree life of the child and at the same time to tell something about the home life of the Manus people.

At the time this story is read it is expected that some background has already been developed.

This refers to the boy of Old Manus.

A DAY WITH POPOLI

Popoli and Alupwa sat side by side on grass mats, resting in the shade of a coconut tree. The sun was very hot. Popoli opened his eyes just a little and looked at the houses across the sand. Suddenly he laughed. "Alupwa!" he cried. "Look over at the houses, but don't open your eyes too wide. What do the houses look like to you?"

Alupwa turned so that he could see the houses. He looked at them for a while. Then he turned his head so that he could see them upside-down. He looked at them the right way again. Finally he laughed, too. "Why, they look just like birds with long legs! They are standing in the water, looking for fish. I've never though about that before," he said.

It was true. The houses were built up on poles in the water. Under each house was a ladder. The people climbed up the ladder and went into the house through a trap door in the floor. "Come on!" yelled Alupwa. "I'll race you to your house!" Each boy took a canoe and paddled quickly to the ladder. They raced up the ladder to the trap door. Popoli was the first one there.

"It certainly is warm in here," said Popoli. "Maybe we should have stayed outdoors. Oh well, let's find out what we are going to have for dinner." There were no windows in the house, so it was dark. The only breath of air came through slats in the floor and from the trap door at the end of the house. "Whew!" Popoli wished the wind would blow in the house like it did outside!

The boys walked to the part of the house where Mother was cooking food. She was cooking sago and coconut in pieces of clay pottery. The sago and coconut would make a good pudding. The fire was also being used to smoke fish. The fish were laid out on shelves which hung from the ceiling. Popoli looked hungrily at the fish. He began to think about food. Mother made such good sago pancakes! And he was so hungry!

"Mother," said Popoli, "Would you make me a pancake?"

"Of course not," answered his mother. "You know it is almost time for dinner. You must wait."

"But I'm hungry now," said Popoli. "Can't I have just a little bit of smoked fish?"

"No, you can't" This time Mother sounded cross. "Go out and play until I call you for dinner."

Popoli looked again at the fish drying on the shelf. It would be easy to take just a bite. But he could not do that. Manus children are taught never to steal or to break anything. They learn well. Popoli knew that his parents trusted him to do what was right, and he did not disobey. He went outside to wait until dinner was ready.

Popoli climbed down the ladder again. He and Alupwa got into a canoe and paddled back to shore. They left it on the beach and went over to talk to two older boys. As they came closer to the boys, they could hear them talking to a two-year-old boy near them. "Say,'I like kai kai fish'," one of the boys said. "Me like kai kai fish. Me like kai kai fish," the baby repeated. The older boys were teaching him to talk. He learned by trying to copy what they said. They seemed to be having a good time with him. "Can you say "Hello, Alupwa' to me?" Alupwa asked the little boy. "H'lo, 'Lupwa," the baby answered. "Good for you!" said Alupwa. "You are learning to talk very well".

Alupwa and Popoli talked with their friends for a few minutes. When Popoli saw his father coming over from the beach, he waved to him. "Father!" he called. "Did you just get back from fishing?"

"No," his father called back, "I have been at the market place this morning. Come here and I will show you what I traded the fish for."

Popoli ran over to Father. Father showed him the things he had gotten from the people who lived in the middle of the island. The "bush people" did not fish. They worked in gardens instead. "Look," said Father. "I got some taro and some more sago so that Mother can make pudding. I also traded some fish for yams."

"Good," said Popoli. "I like the yams when they are roasted on the fire. Yams are very much like sweet potatoes. They were Popoli's favorite vegetable. "Did you get any wood from the bush people?' asked Popoli.

"No, not this time," answered his father. "We won't need to build anything for a while. I did get some betel nuts, though. Here, have one to chew on."

Popoli sat down to chew on the betel nut while Father finished loading things onto the canoe so that he could take them to the house. Popoli couldn't help but feel proud of Father as he watched him work. Father wore a long string of dog's teeth and shells around his neck. This showed that he was a very important man. In Manus, dog's teeth and shells are used for money. Popoli also liked the rings of coconut shells which hung from Father's ears and the thin piece of pearl shell fastened through his nose. He was proud to ride in the canoe with Father when he left the beach.

The family ate their dinner in the house. After dinner, Mother and the baby got into one canoe and paddled to the beach. Father and popoli paddled another canoe. Mother was trying to teach the baby to like the water. She had already taught him to hand tightly to her neck so that she could paddle the canoe without having to hold on

to him. Sometimes she took him fishing with her.
When they got to the beach, Mother put the baby down on the sand. She led him out into the water. He was almost a year old and could toddle around. Mother let him play in the shallow water so that he would not be afraid of it. Soon she would teach him to swim. Popoli could remember when he learned to swim. He had been about three years old. As soon as he could swim, Father had given him a little canoe of his own. He learned to paddle it and to steer carefully. It would be fun to help the baby learn to handle a canoe.

Father and Popoli put the canoe safely on the beach. Father went off to play. He and his friends never had to work. They played all day long. When they were older, they would learn to do the kind of work their fathers did. He found Alupwa and the two of them speared Minnows for a while. Soon they got tired of that and decided to said their toy boats in shallow water.

As he played with his boat, Popoli watched Mother playing with the baby. Soon the baby would be as much at home in the water as Popoli was. With water all around the houses, small children spent almost as much time in the water as they did on the ground. The water was a big part of their world.

Story II

The purpose of this story is to show how the life of the Manus boy had changed. Karol is assumed to be the son of Popoli. The attempt is to show ways in which his life is different than his father's life of twenty-five years previous.

KAROL, SON OF POPOLI

Karol walked slowly along the path. He tried to stay underneath the coconut palms because they helped to shade him for the hot sun. Karol had spent the morning at the market place. He liked to watch people from his village trade their freshly caught fish for fruit and vegetables. The fruit and vegetables were brought to the market by the people who live inland, closer to the middle of the island. These people did not fish very much. Until a few years ago, they did not know how to fish. After the war, they began to talk to people from Karol's village. Men from his village taught the "bush people" to fish. The "bush people" taught people from Karol's village how to grow food in gardens. They still come to market, though, to trade one kind of food for another.

Karol climbed up the ladder to his house. He could hear Mother talking happily to some other women. They were sitting on the verandah, or porch, doing beadwork, Next door he could hear some other women talking, the houses were so close together that it was easy to hear when a person next door even moved in his sleep. Karol walked through the house, first into the living room and then through the room used for eating. He did not go into the sleeping rooms on the other side of the house. Karol was on his way to the cook house, built on to the back of the house. He wanted to know what they would have for lunch.

In back of the house Karol could see his friend, Nauna. He waved. "Can't you come and play?" asked Nauna. "I'm too hot," answered Karol. "I want to rest a while. Maybe I will play with you after lunch."

"Good!" called Nauna. "I have been fishing this morning. I was lucky. I caught enough fish for today. I will be able to play this afternoon.

Karol wondered whether his family had enough fish for the day. Yesterday he had fished and brough home a good catch. Boys of his age were expected to help with the work. He took some of his fish to the market in the morning, too, and traded them for sago and betel nuts. His mother would use the sago to make a pudding. In fact, he wondered if they would have coconut pudding for lunch. Thinking about lunch made him hungry. He lay down on his stomach to rest until Mother called him to come and eat.

As he lay there, he looked down through the boards on the floor. It looked like a long way down to the sand below. Karol remembered stories his father told about the house he lived in when he was a boy. That house had been built over the water. People paddled their canoes right up to the ladders and climbed into the houses. Most of the houses were not made very well then. Babies just learning to crawl could fall through the boards into the water. The mothers watched them carefully and they also taught them to swim when they were very young. Karol's little brother was already learning to swim. But Karol was glad he did not have to be afraid the baby would fall through the floor into the water.

Karol jumped up when he heard his mother calling him. "I must have fallen asleep!" he thought. "I guess I was really tired." Quickly he ran to the part of the house that was used for eating. Mother, Father, and the baby were already there. Karol was so hungry that he began to eat as soon as he sat down. The coconut pudding was very good.

In a few minutes lunch was finished and Father went back to his canoe. He was going to fish again. Mother took the baby outside to play in the shade of the trees. She would have to stay very close to the baby to see that coconuts would not fall on him. Karol went outside, too. Down by the beach he could see his friends playing with a ball. They were kicking it up and down the beach. He ran down to join them.

The boys talked as they played. They all went to the same school and studied the same things. They were learning to speak English. As they played, they practiced.

"Hello," called Karol

"How are you?" asked Nauna.

"Very well, thank you," one of the other boys answered.

Sometimes the boys repeated the words together so that they would remember them better. They were glad they could learn English. The people in the village were proud of their school, which was in a room at the back of the church. They were proud of the students because they work hard.

Karol and his friends also talked about people from some of the villages nearby. On special feast days; the neighbors came in canoes. The older people visited together and the children played together. Sometimes there were dances. Some people played ukeleles and others sang. Karol and his friends liked to dance.

When Karol's father talked about his life as a boy, Karol was glad he was not a boy then. It is true that his father did not have to work as much as Karol works. He did not have to bring home fish for the family. But his father did not have as much fun playing, either.

People were not very happy. Now they talk together and laugh. Children play on the beach. They are not always in canoes or in their houses on the water. They go to school and learn to read and write. Karol, son of Popoli, has a different kind of life than his father had. There have been many changes.

Study Sheet I

The people of Manus needed to buy very little to build a house. The reeds or leaves for the roof grew nearby. The Manus traded with the land people for the poles and wood which grew on the island.

Study Sheet I

HOMES OF MANUS

The people of Manus lived in simple homes, much like the ones we saw in the slides. The people of Manus tried to make their homes fit the place in which they lived. The houses were built on poles or stilts in the lagoons. There was more breeze that way. It was not as easy for insects on the ground to get into the houses. Also, it made getting rid of sewage simple. By living in the lagoon, the Manus felt safe from attacks by the land people.

Since the house was built over the water, the Manus could step right into there out-rigger canoes. They spent much time in their boats fishing.

The house was not built for cold weather. The palm trees tell us the weather is warm all year round on the island of Manus.

The thickly growing plants and the sharp slant to the roof all tell us that there is plenty of rain in Manus. It is easy for water to roll off this kind of roof.

Study Sheet II

CLOTHING OF MANUS

The women wore crinkly grass skirts. Arms, legs, chests, and waists were covered with tight black bands of netting. The netting was covered with blackened rubber nut. The women's heads were shaved, and they wore heavy earrings.

The men wore their hair in large knots, or combed like halos around their heads. In their hair they wore large fancy combs. The men dressed in laplaps, or loincloths.

Both men and women wore wide black armlets and anklets trimmed with beads. At feast times, they wore bristling dog's teeth collars and strands of shell money. The men who wore many dog's teeth and shells were very important people.

Rain capes of woven mats were used by the Manus.

Brides wore dresses woven of shell money. They were made of grey, tubelike shells which dragged heavily as they walked.

Study Sheet III

FOOD FOR MANUS

Much of the food for the Manus came from the Pacific Ocean. The Manus caught many fish, turtles, crabs, and other seafood. They cooked the fish and seafood in different ways. Sometimes they smoked the fish.

People of Manus got tired of eating only fish. They traded for other foods they needed. They traded with the people who lived on land in Manus. They also traded with people of other small islands nearby. About twice every week the Manus brought fish to market. They traded with the land people for fruit and vegetables. The land people brought coconuts, taro, sago, yams, sweet potatoes, sugar cane, pandanus (a fruit), bananas and pineapple. The land people were glad to get the fish. The Manus lived by the water and were glad to get fruit and vegetables and other foods.

The Manus also traded lime for betal nuts and pepper leaves. They traded salt water for fresh water.

From the sago, the women cooked sago meal pancakes. They used coconut oil as a cooking oil.

Manus sometimes piled up hundreds of pounds of food to use for trading. Often they used shells and dog's teeth for money. A man was very rich and important if he had much food saved and many shells and dog's teeth.

Study Sheet IV

WORK OF MANUS

The Manus made their living from the sea. They worked hard to fish and to sail.

In a Manus Village there was a day-to-day, hand-to-hand life. That meant that someone from every house had to fish nightly. They traded the fish for fresh supplies of taro, pepper leaf, and betal nut. They also supplied fish for their own pots, to be used as food for the family.

The men worked on the boat crews for long fishing and trading trips. They worked as fishermen and as market messengers for daily needs. Some of the men helped build houses. Others were boat builders.

The women worked at hand work. They made beads and rubber into jewelry. They made bark into cloth and string. The women also wove leaves into thatch for the houses. They made clay into pots. Mothers cared for the young babies and cooked the food for the family.

Adapted from New Lives for Old by Margaret Mead.

The land was dangerous for children. There were crocodiles and snakes. There were cannibals or people who ate other people. And there were the tchinals, the dangerous magic of the land people. Fear of the land kept children from most of the work at which they would have been useful. They were afraid to go to the market or run errands to the next village.

The Manus built canoes and things for fishing. This took great skill. The children watched rather than helped do these jobs.

In the dangerous water world, the care of the small children was not left to older children. Parents took complete charge of babies and young children.

As the girls grew older and were engaged to be married, they took on some of the jobs of older women. They began to make string, string beads, and to make grass skirts and mats. The boys were left free to play in the water all day long.

In some villages men worked hard to become important. Some men worked hard to get power over

FAMILY SPIRITS

Every Manus house had a family spirit who was very important to the Manus. This was the spirit of the last man of the family to die. The Manus believed that this spirit watched the people of that house.

Those who worked hard and obeyed all the rules and laws of the Manus community were protected by their family spirit. Those who broke some of the rules and laws or did not work hard, were punished by their family's spirit. When a person became sick, he was being punished by this spirit.

Fear of being punished by this spirit made all of the Manus afraid. They tried hard to work well and to obey the rules and laws of their community. They did not want someone from their family punished. If someone was sick, the Manus believed that the spirit had taken some of the person's "soul stuff". The only way the sick person could get better would be for the guilty member of the family to confess what he had done that was wrong. Then the spirit would return the others. Or they worked hard to get rich enough so they wouldn't have to work so hard later.

The Manus grownups were driven to work hard because they feared sickness and death. A Manus man believed that the spirit of a dead male relative expected him to work hard. In return, this spirit would help him in his work. The spirit would protect his household from bad luck, illness, and death. If he did not work hard, this spirit might punish him or make one of his family get sick or die.

"soul stuff" to the sick person, He would be well again.

The Manus also believed in magic. They tried to use magic to protect property, usually palm trees. They placed a spell upon a tree. Then if a person stole from the tree, he would get sick. Or they might cast a spell against a grownup. The spell cast was not strong enough to hurt the grownup. Instead the spell worked on a baby or on a mother who was going to have a baby. The Manus believed the spell made the mother or the baby sick.

Study Sheet VI

GETTING MARRIED, HARD WORK AND DEBTS

When the Manus boys and girls were old enough to get married, their life changed greatly. The boy could no longer run and swim and play all day with his friends. A wife was chosen for the young man by his family.

When a young man got married, his family (his uncles or older cousins) paid a great deal of wealth to the bride's family. The money they paid was in dog's teeth or shell money. The bride's family had to return equal value in food to the boy's relatives. The bride's family had many years to pay back the food. They did not have to give the food all at once.

The young man who got married had to pay back his relatives who had paid for his bride. To do this the young man worked for the older man--for his uncle or older cousins. The young man lived with his wife in a small room in the back of the older man's house. He worked very hard for this older relative and did everything he was told to do. Often it made him unhappy to have to work so hard for someone else. But he had to pay back what he owed.

There were three times when large payments had to be made to the bride's family. He had to pay at the time the marriage was arranged. He had to pay again at the time of the wedding. And he had to pay again at a time called "metcha", which was 15 or 20 years after the wedding. When there was a birth or a death in the family, the young man had to give a feast. All of these payments and duties made him work very hard.

If the young man worked very hard for a long time, he might be able to pay all his debts. Then he could work for himself and have his own house. Some hard workers were able to do this. Others who did not work as hard never got out of debt. They worked all their lives for their older relatives.

Life also changed for the girl when she married. She left her own family and took on the job of housewife for her husband. Her children were her husband's to bring up. She cared for the children only when they were babies.

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People were not very happy. Now they talk together and laugh. Children play on the beach. They are not always in canoes or in their houses on the water. They go to school and learn to read and write. Karol, son of Popoli, has a different kind of life than his father had. There have been many changes.

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In the dangerous water world, the care of the small children was not left to older children. Parents took complete charge of babies and young children.

As the girls grew older and were engaged to be married, they took on some of the jobs of older women. They began to make string, string beads, and to make grass skirts and mats. The boys were left free to play in the water all day long.

In some villages men worked hard to become important. Some men worked hard to get power over others. Or they worked hard to get rich enough so they wouldn't have to work so hard later.

The Manus grownups were driven to work hard because they feared sickness and death. A Manus man believed that the spirit of a dead male relative expected him to work hard. In return, this spirit would help him in his work. The spirit would protect his household from bad luck, illness, and death. If he did not work hard, this spirit might punish him or make one of his family get sick or die.

Study Sheet V

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Every Manus house had a family spirit who was very important to the Manus. This was the spirit of the last man of the family to die. The Manus believed that this spirit watched the people of that house.

Those who worked hard and obeyed all the rules and laws of the Manus community were protected by their family spirit. Those who broke some of the rules and laws or did not work hard, were punished by their family's spirit. When a person became sick, he was being punished by this spirit.

Fear of being punished by this spirit made all of the Manus afraid. They tried hard to work people of that house.

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Fear of being punished by this spirit made all of the Manus afraid. They tried hard to work well and to obey the rules and laws of their community. They did not want someone from their family punished. If someone was sick, the Manus believed that the spirit had taken some of the person's "soul stuff". The only way the sick person could get better would be for the guilty member of the family to confess what he had done that was wrong. Then the spirit would return the "soul stuff" to the sick person, He would be well again.

The Manus also believed in magic. They tried to use magic to protect property, usually palm trees. They placed a spell upon a tree. Then if a person stole from the tree, he would get sick. Or they might cast a spell against a grownup. The spell cast was not strong enough to hurt the grownup. Instead the spell worked on a baby or on a mother who was going to have a baby. The Manus believed the spell made the mother or the baby sick.

Study Sheet VI

GETTING MARRIED, HARD WORK AND DEBTS

When the Manus boys and girls were old enough to get married, their life changed greatly. The boy could no longer run and swim and play all day with his friends. A wife was chosen for the young man by his family.

When a young man got married, his family (his uncles or older cousins) paid a great deal of wealth to the bride's family. The money they paid was in dog's teeth or shell money. The bride's family had to return equal value in food to the boy's relatives. The bride's family had many years to pay back the food. They did not have to give the food all at once.

The young man who got married had to pay back his relatives who had paid for his bride. To do this the young man worked for the older man--for his uncle or older cousins. The young man lived with his wife in a small room in the back of the older man's house. He worked very hard for this older relative and did everything he was told to do. Often it made him unhappy to have to work so hard for someone else. But he had to pay back what he owed.

There were three times when large payments had to be made to the bride's family. He had to pay at the time the marriage was arranged. He had to pay again at the time of the wedding. And he had to pay again at a time called "metcha", which was 15 or 20 years after the wedding. When there was a birth or a death in the family, the young man had to give a feast. All of these payments and duties made him work very hard.

If the young man worked very hard for a long time, he might be able to pay all his debts. Then he could work for himself and have his own house. Some hard workers were able to do this. Others who did not work as hard never got out of debt. They worked all their lives for their older relatives.

Life also changed for the girl when she married. She left her own family and took on the job of housewife for her husband. Her children were her husband's to bring up. She cared for the children only when they were babies.

Study Sheet VII

PALIAU, A GREAT LEADER

During World War II, American soldiers came to Manus. The soldiers who lived on the island taught the Manus many things about American life.

After the war, life in Manus began to change because of the things the people had learned from the Americans. The Manus also had a new leader. His name was Paliau. Paliau came to Manus from another island nearby. He had not known any Americans because they were not on his island. But he did have many ideas that would help the Manus to have a better kind of life.

Not all of the people in Manus listened to Paliau but many of them did. He taught the people to work hard. They learned to help one another and to work together. The people made laws that helped to keep order in the villages.

Study Sheet VIII

WORK AND LIFE IN MANUS NOW.

Trading was important to the old Manus way of life. It is also important to the new way of life. Some important changes have taken place, however. European money is used. Men can work for European men and for monthly wages. Manus can buy things they need from European trade stores. The Manus do not depend as much on trading with the land people. Now the Manus live on land themselves. They can gather the wood and thatch for their own houses. The Manus do not have gardens. They still trade with the Usiai or land people for some of their food. They trade goods for goods and they trade goods for money. Each man can work for himself, or he can work for others for pay.

A man can choose his own wife. He no longer has to work hard for years and years to pay debts for a bride his relatives choose for him. In the past only men used the canoes. Now the man, his wife and their children go out together in their canoes. Now a man is glad to help his brother, his father-in-law and others because he wants to help them get their work done. In the past he helped because he owed them money. He was afraid that family spirit would punish him if he did not obey the rules and work hard.

The clothing of the people has changed. For everyday the men wear laplaps (short sarongs). The women wear laplaps or sarongs and blouses. In church and at special meetings and events, the men dress in western clothing. Clothes include shoes, socks, and ties. If a man has to go to another village, he carries his clothes in a water-proof mat. He puts them on when he gets there.

The village now has a teacher and a school. There is a preacher and a banker. The people of several villages have set up a government council of men from the different villages.

People have begun to practice better health rules. They understand more about what causes people to get sick. Parents no longer feel their child is ill because the parents have broken a rule or law.